

DOCUMENT RESUME

ED 345 198

CS 010 899

AUTHOR Jones, Joanna R., Ed.
TITLE Reading Recovery.
INSTITUTION International Reading Association. Arizona State Council.
PUB DATE 92
NOTE 89p.; Cover maxim: "Celebrate Arizona's Reading Communities".
AVAILABLE FROM Editor, Arizona Reading Journal, P.O. Box 1183, Peoria, AZ 85380-1183 (single copy \$2.00).
PUB TYPE Collected Works - Serials (022) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
JOURNAL CIT Arizona Reading Journal; v20 n2 Spr-Sum 1992
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Class Activities; Elementary Secondary Education; *Inservice Teacher Education; *Reading Instruction; Reading Programs; Reading Teachers
IDENTIFIERS *Arizona; *Reading Recovery Projects

ABSTRACT

This issue of the Arizona Reading Journal focuses on the theme "reading recovery" and includes the following articles: "Why Is an Inservice Programme for Reading Recovery Teachers Necessary?" (Marie M. Clay); "What Is Reading Recovery?" (Gay Su Pinnell); "Teaching a Hard To Teach Child" (Constance A. Compton); "Reading Recovery in Arizona--A Collaborative Effort" (Pi A. Irwin and Judy Nichols); "Descubriendo la lectura: Promising Practices in Literacy for Language Minority Students" (Olivia Ruiz); "Sensitive Teaching: Respect for Diversity and Faith in Ability" (Kyle D. Shanton); "Parallels in Learning: From A Teacher Leader's Perspective" (Diana Brena and others); "A Principal's Perspective on Reading Recovery" (Kent Davis); "Personal Reflections of Teachers in Training" (Marolyn Haws and Stephanie Tennille); "Observations of First Grade Students' Reading and Writing" (Kathleen McDonough); "A Strategy To Promote Main Idea Comprehension" (Lane Roy Gauthier and John Bishop); "One Moment Can Change the World" (Sigmund A. Boloz); "Humor in the Classroom: Can Teachers Use It with Class?" (Larry Barron); "NCEs, Small n, and Chapter I Assessment" (Ronald S. Carriveau); "Measuring Attitude toward Reading: A New Tool for Teachers (Michael C. McKenna and Dennis J. Kear); "To Tempt A Child" (Sigmund A. Boloz); "First Graders Get 'Running Start' for 21st Century" (Bev Cuthbertson); "From Research to Practice: Issues in Content Reading Using Text To Affect Conceptual Change in Science" (Barbara Guzzetti); "The Dilemma of the Adult Learner" (Karen Mills); "Storyboarding To Make Videos: An Integrated Language Art Activity" (William J. Valmont); and "Environmental Print Strategies" (James F. Christie). Columns in the journal discuss literacy matters in Arizona and give legislative updates. (SR)

ARIZONA READING JOURNAL

Publication of the Arizona Reading Association of the International Reading Association

ira

Volume XX/Number 2

Spring/Summer, 1992



ED345198

"PERMISSION TO REPRODUCE THIS MATERIAL
IN OTHER THAN PAPER COPY HAS BEEN
GRANTED BY

Joanna L. Jones

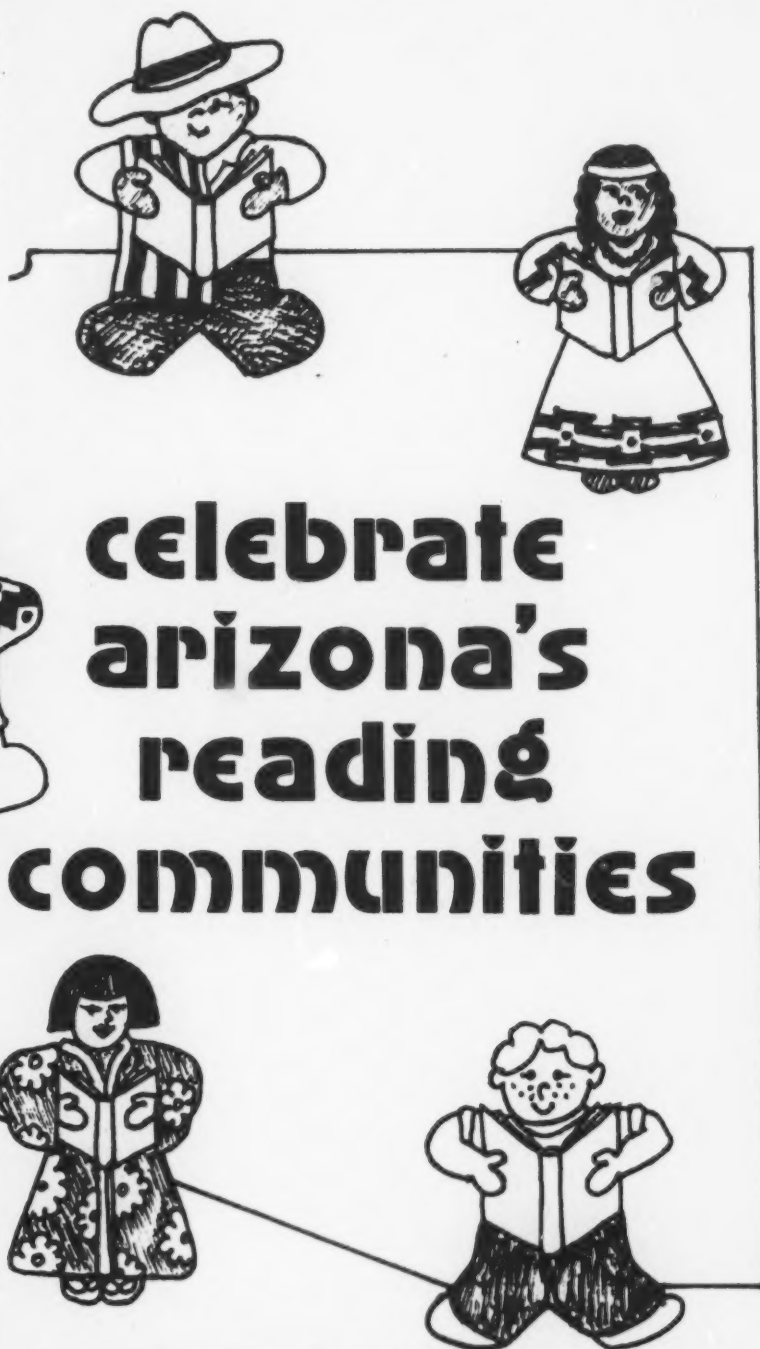
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.



**celebrate
arizona's
reading
communities**

Donna Kaufman 1-92

BEST COPY AVAILABLE

Arizona Reading Association State Conference information inside

05010899

ARIZONA READING JOURNAL

Volume XX, Number 2

Spring/Summer 1992

Articles:

- 55 **Why Is An Inservice Programme For Reading Recovery Teachers Necessary?**
Marie M. Clay
- 61 **What is Reading Recovery?**
Gay Su Pinnell
- 68 **Teaching A Hard To Teach Child**
Constance A. Compton
- 74 **Reading Recovery in Arizona — A Collaborative Effort**
Pi A. Irwin and Judy Nichols
- 75 **Descubriendo La Lectura: Promising Practices in Literacy for Language Minority Students**
Olivia Ruiz
- 77 **Sensitive Teaching: Respect For Diversity and Faith In Ability**
Kyle D. Shanton
- 78 **Parallels in Learning: From A Teacher Leader's Perspective**
Diana Brena,Carolynn Carter, Jeannie Davis, Yvonne Gatley and Michael Shelton
- 80 **A Principal's Perspective on Reading Recovery**
Kent Davis
- 81 **Personal Reflections of Teachers in Training**
Marolyn Haws and Stephanie Tennille
- 82 **Observations of First Grade Students' Reading and Writing**
Kathleen McDonough
- 86 **A Strategy to Promote Main Idea Comprehension**
Lane Roy Gauthier and John Bishop
- 87 **One Moment Can Change The World**
Sigmund Boloz
- 91 **Celebrate Arizona's Reading Communities**
ARA State Conference Information
- 95 **Humor in the Classroom: Can Teachers Use It With Class?**
Larry Barron
- 102 **NCEs, Small n, and Chapter I Assessment**
Ronald S. Carriveau
- 105 **Measuring Attitude Toward Reading: A New Tool For Teachers**
Michael C. McKenna and Dennis J. Kear
- 121 **Young Authors Materials Available**
Diane Ruthford
- 130 **To Tempt A Child**
Sigmund A. Boloz
- 130 **ARA RIF Book Distribution Program**
Joyce Barrett
- 131 **First Graders Get "Running Start" For 21st Century**
Bev Cuthbertson

The ARIZONA READING JOURNAL is published twice a year by the Arizona Reading Association, a member of the International Reading Association.

MANUSCRIPTS and other potential contents for the Arizona Reading Journal are welcomed. They should be sent to Joanna R. Jones, PO Box 1183, Peoria, Arizona 85380-1183.

POLICY STATEMENT The Arizona Reading Journal is intended to provide readers with information about reading education in general and Association activities. Publication of information and advertisements in the Arizona Reading Journal does not necessarily reflect or imply endorsement by the policies and opinions of the Arizona Reading Association.

REPRINTS PHOTOCOPYING Readers are encouraged to photocopy or reprint articles to share with colleagues. Please credit the Arizona Reading Journal as the source. Consent to photocopy does not extend to poems, cartoons, photos or any other item identified as reprinted by permission only. To obtain copyright permission, please contact the authors directly or the editor of the Arizona Reading Journal.

Members of the Arizona Reading Journal Editorial Advisory Board are: Carol Bohling, Scottsdale, AZ; Dr. Ward Cockrum, Flagstaff, AZ; Jerry Ellsworth, Prescott, AZ; Deborah Gallagher, Flagstaff, AZ; Carol Ireto, Tucson, AZ; and Dr. Bill Valmont, Tucson, AZ.

The Arizona Reading Journal is submitted to the ERIC Document System and to the IRA.

This edition of the Arizona Reading Journal is partially funded by the B & I Educational Foundation, 2520 E. Clare Drive, Phoenix, Arizona 85032.

Annual membership subscription US \$10 for individuals, US \$20 for institutions, single copy US \$2. The Arizona Reading Journal may be purchased from the editor.

Editor: Joanna R. Jones, Grand Canyon University
Staff: Michelle Jenkins, Grand Canyon University

The Arizona Reading Journal is printed by Glendale Printing Company, 7015 N. 58th Avenue, Glendale, Arizona 85301.

VOLUME XX, NUMBER 2
Spring/Summer, 1992

From the editor:

While participating in one of the many reading conferences this year, I contemplated the idea: Why do writers and publishers continually change the labels we use to describe the reading process, e.g., individualized instruction, integrated instruction, and whole language? Why can't the old terms be used?

New labels allow us *To Think*, which is also the title of Frank Smith's (1990) book. When a new label is introduced into the literature, the reader searches for a new definition. Once found, the definition is compared to existing terms and similarities to the existing terms are noted. Then in the final analysis, a new definition develops and a new view of an old concept occurs. Unfortunately, though, the new concept is now bound by the meanings of the words attached to it.

Frank Smith suggests that the limitations of our vocabulary bind us to our understanding of the universe. The breaking of the boundaries of our vocabulary results from the changes in the labels for the concepts.

In this issue of the *Arizona Reading Journal*, several articles address the topic of Reading Recovery. Marge Poe, who was instrumental in bringing Reading Recovery into Arizona and into the Tucson Unified School District in 1988, was the pivotal person to organize this collection. Marge is a teacher and a learner who knows what it means to "take a risk."

ARIZONA READING JOURNAL

Volume XX, Number 2

Spring/Summer 1992

Columns:

- | | |
|-----|---|
| 54 | For the Reader
JoAnn Vandine |
| 89 | Literacy Matters in Arizona
Sharon Arthur Moore and David W. Moore |
| 100 | From Research to Practice: Issues in Content Reading Using Text to Affect Conceptual Change in Science
Barbara Guzzetti |
| 118 | Legislative Update: Federal Legislature
IRA |
| 119 | Legislative Update: State Legislature
Karen Jácome |
| 120 | The Dilemma of the Adult Learner
Karen Mills |
| 122 | Storyboarding to Make Videos: An Integrated Language Art Activity
William J. Valmont |
| 123 | Environmental Print Strategies
James F. Christie |
| 125 | Book Reviews
James Neeley |

The cover art work was donated by Donna Kauffroath. This design printed on T-shirts may be purchased through the Central Arizona Reading Council, host council for the Arizona State Reading Conference. See the information located on page 91 of this journal.

Heath Reading

With Heath Reading, a literate environment is a natural.

In thousands of classrooms — with over two million students — all across the country, *Heath Reading* demonstrates proven success: by helping teachers create new attitudes about reading.



.....
Students enjoy reading success with
Heath Reading.



.....
Clusters in *Heath Reading* lead to exciting projects that give students a purpose for using language and applying ideas from their reading. These students share in the fun of creating their own incredible edible — a project from the "Incredible Edibles" cluster in level 3-2, *Never a Worm This Long*.

DCHeath
A Raytheon Company

BEST COPY AVAILABLE

With Heath Reading, effective teaching is a natural, too.

The *Heath Reading Teacher's Edition* was designed by teachers with teachers like you in mind. It's easy to use, lightweight and manageable, and has absolutely everything you need to teach right at your fingertips.

For each grade-level you get eight easy-to-carry teaching books — each covering one unit (two clusters) in the student text.



This is the *only* component you'll need for your daily planning and teaching. You can read the story, teach the lesson, assign student practice, reteach and reinforce, correct student work, communicate with parents — all with one unit book. In each unit book, you'll find the Teacher's Edition (annotated) pages for each of the following core components:

- **Workbook** pages for each lesson (shown full-size)
 - **Skill Pad** pages for reinforcement
 - **Unit Tests, Form A**, for the unit
 - **Home Flyers** for families (full-size copymasters)
- Everything you need — in one place!

.....
Because there are eight units of instruction (two clusters in each unit), you get **eight unit books** for each grade-level Teacher's Edition.

Your D.C. Heath Representative:

Mark Zimmerman
7733 S. Butte Street
Tempe, AZ 85284
602-839-8400

TOLL FREE: 1-800-235-3565

Making Contact with the Arizona Reading Association

OFFICERS

PRESIDENT

Billie Enz
Chandler, Arizona
(602) 961-9791

VICE PRESIDENT

JoAnn Vandine
Sierra Vista, Arizona
(602) 459-2061

VICE PRESIDENT

Norman Sam
Casa Grande, Arizona
(602) 836-2746

CORRESPONDING SECRETARY

Eileen Geraghty
Tucson, Arizona
(602) 887-4330

RECORDING SECRETARY

June St. John
Douglas, Arizona
(602) 364-5527

TREASURER

Marilyn Ludwig
Tucson, Arizona
(602) 885-1447

MEMBERSHIP DIRECTOR

JoAnn Vandine (Interim)
Sierra Vista, Arizona
(602) 459-2061

STATE COORDINATOR

Mary Tablada
Phoenix, Arizona
(602) 867-4394

DIRECTORS

Gale Giebner
Tucson, Arizona
1988-91

Ward Cockrum
Sedona, Arizona
1991-94

Cynthia Kolyer
Scottsdale, Arizona
1991-94

Joanna Jones
Peoria, Arizona
1990-92

Linda Augenstein
Tucson, Arizona
1990-93

Ann Reaban
Tucson, Arizona
1990-93

PUBLICATIONS

ARIZONA READING JOURNAL

Joanna R. Jones, Editor
PO Box 1183
Peoria, AZ 85380-1183

REFLECTIONS

Needs an editor volunteer

COUNCIL PRESIDENTS

CENTRAL ARIZONA

Patricia Eng
Sun Lakes, Arizona
(602) 895-7596

COCHISE

Esther Rodriques
Douglas, Arizona
(602) 364-4631

GILA COUNTY

Jeanne Polenz
Globe, Arizona
(602) 425-7837

GRADUATE STUDENTS IN READING EDUCATION

Jay Blanchard, Advisor
Tempe, Arizona
(602) 965-7766

HUACHUCA AREA

Janet Bobar
Sierra Vista, Arizona
(602) 458-4571

LOWER COLORADO

Gretchen Gross
Yuma, Arizona
(602) 783-5508

NORTHERN ARIZONA

Dianne Buckley
Flagstaff, Arizona
(602) 526-1999

OCOTILLO EAST

Peggy Roupe
Scottsdale, Arizona
(602) 784-1323

PAINTED DESERT

Loretta McNamee
Winslow, Arizona
(602) 289-5664

PARADISE VALLEY

Richard Wagner
Scottsdale, Arizona
(602) 948-9179

PHOENIX EAST

Elaine Landerman
Tempe, Arizona
(602) 866-5696

READING SUPERVISORS AND COORDINATORS

Terry Edgar
Douglas, Arizona
(602) 364-5988

SUPERSTITION AREA

Nancy Cummins
Tempe, Arizona
(602) 898-8741

TUCSON AREA

Marynell Schlegel
Tucson, Arizona
(602) 297-2122

YAVAPAI AREA

Jeannene Henry
Prescott, Arizona
(602) 445-6451

For the reader:

One of the most positive trends of late is the lessening of teacher isolationism. In the past we went to school, said hello to fellow teachers, entered our classroom, closed the door, and "did our thing." I remember teaching, just ten years ago, in a school where teachers agreed not to talk to each other in the morning, so that each could get the room ready for the day. Ideas were carefully guarded and procedures and techniques were kept secret. We did not share ideas and rarely even shared patterns for bulletin board letters. Our successes were our own — we did not tell others what had gone well, lest they do the same. Our failures were our own — we did not help others avoid the same trap — let them find out the hard way!

Now we are more open (even beg) to share ideas, patterns, knowledge, expertise, theories, supplies, time; and, sometimes, energy. We show our kids' stories to the teacher next door, display student work in unusual and innovative ways that make old fashioned bulletin boards look antique, and arrange for our students to read newly published writings to partner classes and the office secretary or senior citizen volunteer listeners. We rejoice when a fellow educator tells us that she followed a suggestion and the results were wonderful. We are not afraid to ask a fellow educator how she implemented co-operative learning, portfolio assessment, or writing process.

In short, we are beginning to recognize, at long last, that WE are the real experts in education. We are beginning to trust our "gut feelings" and to take some risks in trying out a new way. We voraciously subscribe to professional magazines and, although some reading has to wait until summer break, devour articles such as those which fill these pages. The other wonderful change is that the articles by classroom practitioners have become as common and valuable as those authored by professional researchers and writers.

Hurray for us!! Those of us "in the trenches" are learning to value each other. Maybe it's the first step in a long journey to be valued by society as a whole!?

JoAnn Vandine — President-Elect, Arizona Reading Association

Membership Price Increase

At the Arizona Reading Association Leadership Workshop in June, several Board members expressed the feeling that a raise in dues was needed to help manage the budget. A committee was appointed to study the matter. A survey was distributed to all ARA members through local councils and the September issue of "Reflections." A surprising majority of the responses indicated that the membership understood and approved of an increase in dues. The majority favored a \$2 increase in ARA dues and a \$2 increase in local council dues for a total of \$4.

The results of the survey were reported to the ARA board at the January meeting. The Board felt that a small increase would be helpful, but that \$4 was too much. Most council presidents felt that no increase was needed by councils. **The Board voted to increase unified dues from \$10.00 to \$12.50 effective July 1, 1992 for 1992-93 dues.** ARA will collect \$7.50 of the \$12.50, and the local council will continue to collect \$5.00. *The Arizona Reading Journal* and *Reflections* will continue to be a benefit included in the \$12.50 membership fee, although some indicated on the survey that the Journal could be placed on a subscription basis. The majority of the membership favored two Journals per year and 3-4 newsletters per year.

Why Is An Inservice Programme For Reading Recovery Teachers Necessary?

Marie M. Clay

Raising the question which has dominated her early studies on emergent literacy, "...how can an education system provide a second chance for young children who have not responded to the literacy program in their first year of instruction at school?" Clay paints a richly detailed picture which answers many of the oft-asked questions at Reading Recovery informational sessions.

She arranges her palette into four bright colors: the teaching of children, the training of teachers, the training of teacher leaders, and the implementation and coordination of the long-term prevention strategy. As a primer coat enables paint to adhere to canvas, inservice education undercoats each element of Reading Recovery critical to providing children with their second chance. Throughout her article, she illustrates a sound program requiring a collaborative relationship of teachers, teacher leaders and teacher trainers, concluding with the suggestion that the Reading Recovery process might best begin by having a (University) "trainer of teacher leaders in a setting with both a university course and an on-going program operating in the schools, and having a senior administrator ...familiar with the preventive thrust of this early intervention program."

The Reading Recovery program was developed in New Zealand to answer the question *how can an education system provide a second chance for young children who have not responded to the literacy programme in their first year of instruction at school?* (It is not a program for teaching beginning reading to 80-90% of school children.) There are four aspects to the program: 1) the teaching of children, 2) the training of teachers, 3) the training of teacher leaders, and 4) implementing the program in an education system and coordinating the long-term prevention strategy. Teachers help children from the lower end of the achievement distribution to participate at or near an average level in their classrooms. Research has demonstrated that the procedures work with children who differ markedly in their prior experience and in their ways of responding (Clay, 1982, 1987, 1990, 1991).

A critical factor in this program is the training of teachers to do what seems impossible — that is, to take the tail off a normal distribution of achievement and put it into the middle of the distribution. The possibility of mounting a highly successful

program working only from a published description of the procedures seems unlikely. In our experience when teachers merely read about the procedures, the new ideas merge with their old practices. In training teachers we have had to work very hard to change old ways of teaching. So one important factor in the delivery of a quality Reading Recovery program is the training of teachers.

Overview

Reading Recovery teachers in New Zealand are classroom teachers who are released to teach children with literacy learning problems for part of the day and who attend a year long inservice course. The expectation is that they will develop their understanding of the reading process, become competent in selecting specific Reading Recovery teaching procedures to meet the needs of a child at a particular time, accelerate the progress of six year old children having difficulty in learning to read at the average level of performance in their classes, and be able to evaluate their own teaching efforts critically.

Participation of schools

Suggested requirements for a school which was considering opting into this programme in New Zealand were: 1) full support from the principal, 2) a two and a half hour minimum time allocation for daily individual teaching, 3) regular attendance at the inservice sessions held every two weeks (every week in the United States, where the school year is shorter), 4) Reading Recovery teacher's time not to be used for school programs, 5) provision of an area for individual teaching, and 6) provision of story books for the children's programme.

Two models of delivering Reading Recovery were tried and reported in research: full-time and part-time. Each had its strengths and its difficulties. Teachers working part-time had only two or three hours a day for individual tutoring and taught a class for the rest of the time. They could only teach the most needy children, and other members of their staff helped them with testing and assessment. They had to be given extra time to attend the inservice sessions held every two weeks in a forty-two week year. For these sessions, teachers were divided into small tutorial groups of twelve teachers with one tutor.

The full-time teachers did not have the problems of switching from one job to another. They did, however, feel the loss of reinforcement from not teaching a class of children who were progressing normally, and they found the concentrated individual teaching very demanding. Probably twenty hours of individual teaching should be thought of as a maximum. This means that more than one full-time Reading Recovery position is required in a large school or in a district where children are ill-equipped for reading when they enter first grade.

An important advantage of the part-time model when the Reading Recovery teacher also teaches a normally progressing class is that her keen awareness of normal progress gives her an appropriate sense of the directions and levels of performance to aim for with her Reading Recovery children. This is not the case if she spends her time only with children who have difficulty reading and writing.

Marie M. Clay, originator of Reading Recovery, is a professor emeritus at the University of Auckland, New Zealand, and president-elect of the International Reading Association.

Reading Recovery is a registered trade mark by the Ohio State University, Columbus, Ohio.

The article by Dr. Clay which appears here is an updated version of an article from *Reading Horizons*, June 1991, which appeared originally in *Gnosis*, a magazine of the Inner London Remedial Teaching Service, London, in 1984. Issues of the June, 1991 volume of *Reading Horizons*, dealing specifically with Reading Recovery, are available for \$5.00 a copy. address inquiries to: *Reading Horizons*, Western Michigan University, Kalamazoo, Michigan 49008.

Selection of the teachers

The New Zealand program was planned so that it would be implemented by experience teachers who were informed about reading instruction in the first years of school but who were not specialists. It was suggested that the teachers who volunteer for training should:

- be permanent members of the staff
- be able to commit themselves for at least two years to program
- be able to work with their peers (i.e., the teachers of the children selected)
- demonstrate good relations with staff members
- be prepared to teach before members of the inservice course.

In addition, some experience with the administration of running records and other aspects of the Diagnostic Survey (Clay, 1985) was considered desirable. Because mobility, and thus job and role changes are a feature of the professional life of New Zealand teachers we thought that teachers would probably not spend more than three or four years in teaching individual children in this way, but that the teacher's work as an educator in any role would benefit from understandings gained on this course. In practice teachers have stayed with Reading Recovery longer than I predicted and those who have become principals and advisors have taken new insights into children's learning into their new roles.

The experience of training a large number of Reading Recovery teachers over recent years provides strong support for the need to select good classroom teachers who are knowledgeable about teaching five and six year olds in our school system. As Reading Recovery teachers are required to work with children who are having marked difficulty in learning to read (i.e., children who are very poor readers and often non-readers) the experience of teaching successful readers is an essential perspective for the teacher to have. This experience means that they know the behaviours that must be developed and can make accurate predictions about when children can leave the program to ensure that they will continue to gain in skill as a result of a normal classroom program.

Introducing schools to the program

The introduction was guided by several assumptions related to the delivery of a quality intervention. Firstly, school populations are very different settings. Secondly, consultation was the key word in our planning. We did not want to prescribe how schools should organize for the program.

We were convinced that the Reading Recovery teacher would not work effectively in isolation, but should be part of a team aiming to raise the lower levels of reading achievement for the school. So an initial meeting was held at the beginning of the school year for all the principals, teachers in charge of first and second year classes, and the Reading Recovery teachers recommended for training in each of the participating schools. Schools which did not think this team approach was important were not permitted by the district administrator to join the scheme.

At the initial meeting that administrator explained the arrangements that allowed for the year-long training course. Teacher leaders for the course gave an historical synopsis of the development of the Reading Recovery program and explained the scope of the teacher's work and the ground rules for participation. These were that children be taught individually, daily, for a minimum of thirty minutes each, and in a suitable teaching space;

that the Reading Recovery teacher was not, under any circumstances, to be taken from her work for other school tasks such as relief teaching; and that the teacher would need to bring a child to her inservice sessions two or three times in the year.

At the initial meeting a school could confirm its wish to opt into the program. The Reading Recovery teacher leader outlined the program for the inservice course comprising assessment training, individual teaching in schools, selection of the children, the demonstrations of teaching, the peer discussion of that teaching and the teacher leader visits to schools to see the program on site, and also described how teachers remain in contact with the program after the training year.

Training in assessment

Teachers were first trained to be sensitive observers of reading behaviour. They learned to take running records of text reading and to administer the tests in the Diagnostic Survey. They observed and recorded exactly what the children were doing, and made these observations more explicit by writing a diagnostic summary report. This careful analysis of precisely what a child can do guides the teacher in designing a program for that particular child. Teachers brought these test results to sessions for discussion of perplexing points or alternative interpretations, and they submitted a diagnostic summary of two cases for detailed appraisal by the teacher leader.

Before they began teaching children individually, teachers wrote predictions of what changes they would expect to see in the children's reading behaviours at various stages of their program as they improved. Teachers were given two tasks: to complete a statement such as, *At the end of the individual teaching program the child will be able to...* and, following this analysis of the child's expected achievements, to answer the question, *Are there any priorities among these?* This helped them to specify the program goals for each child and begin to grapple with some of the conceptual issues, although at a rather superficial level.

Selection of children

Children selected for possible admission to the program were *the lowest scorers on text reading in that particular school, not excluding any child in regular six year old classrooms for any reason.* The lowest scorers in school O might be better than some of the higher scorers in school E. A teacher in each school was trying to raise the performance of the low progress readers *in that school.* Consequently, the teachers had to learn to make their own decisions about whom to admit to the program. The teachers tested or ranked all children at age 6.0, after one year at school, who were considered not to be making good progress. Information was sought from classroom teachers and supervising teachers also. Admission to the program was not dependent on a specialist's diagnostic testing. The children identified by teachers as the poorest readers in their classes after one year at school were given the Diagnostic Survey as a basis for planning the individually designed programs of instruction. The results were also used for making final selection decisions on the basis of a profile of scores.

In the field trials of the program we explored how the program could settle into schools of various types and sizes. The numbers of children who entered the program in a school year differed from school to school because of the different sizes of the schools and because of the variations in the needs of the children. The working week of the teacher set limits on the number of children who could be included in her program. Part-time teachers selected four children, full-time teachers began with six and increased this to ten within a short period. The responsiveness of each child to individual tuition

determined how long the child remained in tuition. Factors which tended to lengthen time in the program were language problems, family mobility, unsettled family circumstances, sickness or absence, general retardation and unusual learning problems. The children who were admitted to individual teaching and had learned very little about reading and writing, and, after more than twelve months at school, were confused about these activities. Sometimes in the smaller schools the children admitted to the program were making progress with learning to read and write but had low scores in particular area; for example, on one or more of the diagnostic tests.

Selection of the children produces problems to be discussed and solved as the program moves from one culture to another. In the United States, for example, issues that have been discussed are the preparatory programs of kindergarten, transition classes, retention policies, specialist services, bilingual education and attendance problems. However, because teacher judgement is least subject to error when selecting extreme cases, and in order for the program to address reading problems effectively in an education system, the principle of selecting the most extreme cases (i.e., the lowest achievers) should, in my opinion, be adhered to.

Valuing the teacher's experience

We wished to minimize the feelings of insecurity that teachers might initially feel about changing their teaching patterns and thinking differently about reading instruction. Teachers were invited to teach. They were reminded that they were experienced teachers and were urged to draw on their own experience when working with the children. It was considered economical to move both children and teachers gradually from their existing competencies rather than to demand at the outset new behaviours that might cause confusion and disrupt established and efficient responses.

New concepts and activities were demonstrated and discussed and these gradually became part of the teachers' procedures. As the course continued, it became obvious from the teachers' discussions that their views of the child's task and of their own roles were changing. Teachers had their own theories about the task and the characteristics of their pupils. By the end of the year after the inservice course, they had acquired new theories about how they and their pupils performed and how they should perform. They were now able to question, challenge, discuss, work out courses of action, and explain their decisions in ways that they could all understand because these new theories were shared and explicit.

Teacher Leaders then had to support teachers through a brief but difficult period. For two weeks teachers were to devise activities using only what the child could already do. The idea was to develop fluency on things that were easy for the child. By the second week, teachers were keen to introduce new material. However, they were held to the time limit to give them some experience of the value of consolidating what children already knew. The children were allowed time to become fluent with the familiar, to habituate their responses so that they no longer needed attention, and to enjoy the *creative and exploratory payoffs of 'roaming around the known.'* A teacher's tendency to drag her student into new territory, into harder work, was being challenged. The value of reading quantities of easy material began to be obvious. There are some of the important principles of Reading Recovery instruction which were established in these two weeks. The diagnostic summary report gave the teacher an analysis of the behaviour that should relate directly to her teaching program, and she arranged to see children once a day for thirty minutes on a flexible timetable so that children would not always miss the same activity in their classrooms.

Records

Teachers were required to keep these program records:

- **Lesson plans.** The individual teaching sessions were planned to last for half-an-hour. Teachers kept a summary for each lesson with the child, detailing the teaching sequences and providing a record of the changes or persistent difficulties in the child's responses. Teachers gain in skill throughout the year, developing the ability to record details more effectively while the lesson is taking place, having less and less to add to the summary after the lesson.

- **Running records.** A running record of the new text introduced on the previous day is taken during every session. After the teaching sessions some time is required to calculate the accuracy rate and analyze the running record, and to transfer relevant details to the lesson plan record.

- **Book graph.** Once a week the book graph is plotted from the accuracy level information obtained from that day's running record.

- **Writing vocabulary chart.** Once a week any new words written independently by the child during the writing section of the lesson are added to the cumulative chart under the appropriate week.

- **Selection of books.** Selecting new books for the next lesson for each child is a daily task for the Reading Recovery teacher, prior to the session. Reading Recovery teachers are provided with a list of books leveled by many teachers on the basis of their experiences with children's reading of them.

The time required for Reading Recovery preparation can be likened to time required for planning and evaluation of classroom teaching; however, it must be noted that detailed preplanning of teaching sessions is *not* required. Teachers are trained to respond, within a general framework of possible procedures, to what the child is doing and therefore to make decisions "on the run." Appropriate decision-making is a critical aspect of Reading Recovery teaching. Too much detailed advance planning will actually interfere with responding to individual needs. Analysis of each child's text reading, writing and Lesson Record provide the basis for deciding on the most appropriate action and making the most powerful decisions for acceleration in the following lesson.

Materials

A vast range of material is not required for Reading Recovery teaching. Schools are asked to arrange for the provision of a magnetic chalkboard, an ample supply of magnetic letters, large blank exercise books, felt pens, and many easy story books providing a gradient of difficulty. A variety of suitable books are already in Reading Recovery schools, but usually, because of the limited skills of children in this program, many texts are needed on the same level of difficulty, and so additional titles are purchased and teacher-made books extend the range available. If Reading Recovery teachers participate in "leveling" the books available, and new books as they come to hand, they can quickly select a book for a particular child at a particular stage of the child's progress. This choosing of texts is an important part of a Reading Recovery teacher's training.

Discussion of lessons behind the one-way glass

At inservice sessions throughout the year two teachers give lessons behind the one-way glass, and these lessons are discussed by their peers. These were critical aspects of the training course. We assumed that teachers would come gradually to understand the full implications of programming individually for children with difficulties who needed to learn at accelerated rates if they were to reach normal levels of performance. The inservice course made extensive use of a one-way window between two rooms. Children were taught in one room; in the other, teachers observed and

discussed a teaching demonstration while it was in progress. The one-way viewing facility was essential in the inservice training, allowing for discussion of what the child was doing and why the teacher might have responded as she did. Delayed discussion would not have been as effective. Videotaped replays lost the excitement of the on-task question and commentary. The content of a lesson and the focus of each activity is selected very carefully to match the competencies, and meet the learning needs, of an individual child. A teacher who was demonstrating made decisions one after the other while the observers attended to these decisions and discussed the options as they arose.

During early training sessions, a teacher leader or experienced teacher demonstrated teaching while another teacher modeled how the discussion should proceed behind the one-way screen. Demonstrations by teacher leaders were kept to a minimum and the first demonstrations by the teachers themselves began in the third or fourth session. Children were brought to the inservice site, and a typical lesson was conducted for the teacher's peers. This provided several opportunities: the teacher's techniques were evaluated, gently, by her peers; the watching teachers had a chance to observe, from the outside, the tutorial situation which they worked in daily; and the situation induced an objectivity among teachers in evaluating their own work. None enjoyed giving a demonstration lesson but almost all commented on its value. They described their ordeal as "a very nerve-wracking experience," which they dreaded, but a profitable one because "one was reinforced for some things and was shown ways of improving." They felt the sessions made them more aware, as teachers, of their own choices and assumptions, and more self-critical. The discussion among the observers as the child and teacher worked was described by the teachers as "invaluable."

Under such close scrutiny, the teacher was under strong pressure to make sound judgements which had massive payoffs in terms of learning gains for the child. If the children were to return to an effective functioning level near to the average for their class, they had to make accelerated progress; yet they were the very children who should not be pressured. Teachers were asked to take every necessary step forward that was warranted for a particular child. They were to waste no time on instruction that was inappropriate for any one child. Short-cuts were fine; detours away from text reading were highly suspect, were questioned, and a good rationale was expected for making detours from text. The teacher's peers were quick to criticize any indulgent wandering into unnecessary activities once they appreciated the importance of acceleration.

The emphasis in the inservice sessions shifted, in the latter part of the year, to the Reading Recovery children who were proving the most difficult to teach. Teachers taught during their demonstrations in ways which were deliberately chosen to expose the child's peculiar problem to the group, and, in discussion, the resources of the group were directed to exploring the problem and searching for a solution. After two demonstrations, each of which lasted for half-an-hour, the teachers spent a further hour discussing their work. Issues were raised by the teacher leader or by the teachers. New Zealand teachers' comments on these inservice sessions were:

The major percentage of learning takes place here. The inservice sessions extend and consolidate one's understanding of reading processes and recovery procedures.

They kept me thinking about ways to improve my teaching and gave me a good opportunity to discover whether I was approaching the problems in the best way.

Your demonstration of how to increase writing vocabulary suddenly made it all go clear.

Seeing X take a lesson was far more valuable than a video because it was alive and not static.

The one-way window was invaluable and could never have been taken over by videotapes. Being able to see someone working and being able to discuss and question as they went along was really good.

I learned so much by just observing the children at work. Each one is so different and how they operate on print can vary so much.

The most difficult pupils are very interesting to watch.

The last term when we saw people working with very difficult children was extremely helpful.

One of the early demonstrations should be with a child who knows almost nothing. Where do you start? What do you do? How do you build on nothing?

Reading Recovery teachers have no one else at their school to discuss problems with and need to meet other Reading Recovery teachers to air problems and find possible solutions.

At all times, the inservice sessions aimed to enrich the teacher's understanding of their children and to sharpen their use of special teaching procedures in order to maximize their effectiveness. Some of the discussion centered on the difficult problem of finding appropriate resources, especially easy reading books. Throughout the years, teachers were introduced gradually to the new teaching procedures and concepts. The book describing these procedures (Clay, 1985) did not provide a simple set of instructions that could be read and then implemented, but was a reference source and a basis for the discussion and clarification of concepts and rationales behind the procedures. Such rationales provide the basis for the teacher's decisions about how next to work with a child. Some activities were introduced to teachers before others (to reduce the load of newness). First to be introduced were the text and book reading, text writing with cut-up stories, and letter identification. A concept of teaching children to make use of reading strategies was introduced. With a month procedures for helping children hear the sound sequences in words were introduced.

As the program continued, the teachers became more adept at discussing the children, the teaching they observed, their own programs, and the directions and explanations in the written account of the procedures. Other aspects of reading that were discussed included ideas about the reading process, syntax, semantics, visual analysis, over-learning and habituating responses, word learning, memory, integration and cross-relating of cues, and independence. Topics raised by the teachers in these discussions suggested that their attention to the reading process was shifting from teaching for items of knowledge (letters known, words remembered) and from getting the child to habituate a skill or memorize a new element, to developing in the child the confidence and willingness to use a variety of strategies. An important feature of teaching was movement away from having the poor reader dependent on the teacher and towards teaching in such a way that the children had many opportunities to teach themselves.

Teacher leader visits to schools

The teacher leader paid on-site visits to programs running in the schools. These had three purposes: to communicate with the school about the running of the project; to talk over new techniques recently introduced with the teacher and answer any queries; and to observe the Reading Recovery teacher at work, or to work with a particular child at the teacher's request.

Discontinuing teaching

When the teachers judged from the children's work that they were able to work with an appropriate average band group in their classroom, they recommended the children discontinue special teaching sessions. It was not uncommon for a fast learner to be ready to leave the program within three months. Reading Recovery teachers were now faced with a new set of decisions, for which they had been prepared. Initial discussion dealt with what a teacher would look for in a child prior to discontinuing, and what information she would ask for from the child's classroom teacher. The dangers of dependency on the Reading Recovery teacher were emphasized as threatening a child's survival in group work back in the classroom.

Teachers were asked to make recommendations that a child discontinue sessions on the basis of the setting a child would be working in (the teacher, other children, book levels and groups available for placement, classroom teacher's style and demands, etc.); the observed behaviours of the child that would make him or her likely to cope; and the evidence from the child's accumulated running records of book reading. Retesting the child was carried out in order to cross-check the decisions to discontinue, not to initiate them. Decisions to discontinue were always checked by the teacher leader. Occasionally a child was not ready to discontinue the sessions. In most cases, however, the teachers had carried the children for longer and to higher levels than may have been necessary. They were conservative in their recommendations for discontinuing.

Continuing support for teachers

Delivery of a quality program requires contact with teachers beyond the initial training phase. This has been welcomed by the teachers we have trained. Teaching procedures were carefully designed to help children with specific problems make fast progress. Because of this, there was little room for changing the procedures. Innovation was welcomed, but top priority was always given to accelerating the child's progress, and, in practice, teachers' suggested variations in procedures were often ineffective because a crucial skill was no longer included. Inservice training usually encourages teachers to innovate, to apply new ideas in creative ways. In this program, strict adherence to most procedures seemed necessary. In the year following the first training course, we watched some of our teachers veer away from appropriate practices in their demonstrations when they were no longer attending regular meetings.

To foster a critical approach to non-productive variations and an open mind on productive changes to the program, it was agreed that some continuing support for teachers might be useful. Teachers met four to six times a year to learn what new things each had discovered, to demonstrate to their colleagues and to discuss their programs. Demonstrations and probing questions tend to prevent practice drifting away from the most accelerating procedure. Over time the teacher evolved new support mechanisms, such as visits from a colleague invited to observe and critique the teaching of a particular child or cluster visits of a group of teachers with questions to share.

Training the leaders who train the teachers

Reading Recovery teacher leaders were specially trained as key people in establishing a Reading Recovery program. They have a very complex role that requires a wide range of skills in diverse areas. It is essential that they have a thorough and academic understanding of the theoretical concepts upon which the programme is based, a sensitive awareness of the organizational, professional and child development issues associated with the innovations in the program, and extensive practical experience of the everyday workings of the first two years of school. They have to act as advocates for whatever cannot be compromised in the interests of an education system getting effective results from the program. Strengths considered in the selection of trainee teacher leaders were effectiveness as teachers of young children, a thorough knowledge of the theoretical basis of the Reading Recovery program, the ability to work supportively with teachers, and the ability to undertake academic study. The course moved through several patterns of organization to meet the changing needs of the trainees throughout the year. It was an intensive course demanding flexibility.

University courses. The teacher leaders undertook relevant university studies and in particular a course on theoretical issues and recent research into the reading process and reading acquisition. This was considered essential to sound decision-making in the devising and improving of reading programs. They also completed a focal course on Issues Related to Reading Difficulties, studying the many competing and controversial ideas in the field with particular attention to ideas about prevention, early intervention, individual tutoring and clinical programs, and ways of evaluating such programs.

Practical coursework. Teacher leaders had to develop a thorough knowledge of the whole operation of the Reading Recovery program in an education system, and of the development and history of the project. This included a critical appraisal of its strengths and problem spots, and of the competing explanations for its success. Teacher leaders had to teach Reading Recovery children and work through the experiences of being a member of a group learning to do this. It was essential that they participate in the operation of Reading Recovery over the whole year, so that they could become aware of the shifts in teachers' understanding, their questioning and their inservice needs as they became more familiar with the program.

By mid-way through the year the training emphasis shifted for the trainees to observing how a teacher leader worked with teachers. They were given opportunities to develop a role as teacher leader of teachers guiding their observations in inservice sessions, developing questioning skills, leading teachers to articulate in words what the child was doing and why they thought the teacher responded as she did. A trainer of teacher leaders provided input to increase these skills and feedback on trainee performance, giving them opportunities for self-evaluation of their own performance. The opportunity for trainee teacher leaders to work with inservice courses throughout a whole year enabled them to observe the way program emphasis shifted through several changes as the teachers gained in competence and the pupils improved and were discontinued.

They also had the opportunity to learn sensitively in these settings and become skillful in helping teachers to grow and develop. Small groups of trainees worked with each of the inservice course groups in turn. They met with their trainer to plan for these sessions. Their responsibilities increased as the year progressed and their skills developed. Trainee teacher leaders participated in the continuing contact sessions twice a term with teachers who had been trained in

the previous year. These sessions provided for observation of the development of teachers' skills after the inservice year. Trainee teacher leaders visited teachers working in their schools, talked over new techniques recently introduced, answered queries, observed the teacher at work in her school setting, and worked with a child if a teacher requested a demonstration or needed help. The first visits were made with the regular teacher leader; subsequently trainees made visits on an individual basis.

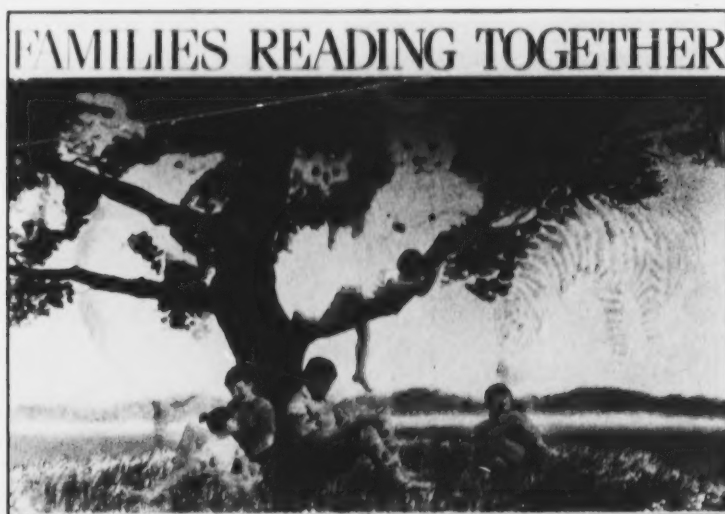
Organizing an inservice course. Organization and administration of the inservice course from the introductory talk through the year's operation was studied in detail. Because variations might occur among districts, trainees moving to districts outside Auckland met with the coordinating administrator for the new district to begin planning for the start of the program in the following year. Each year after teacher leader training a national inservice course (in the United States this is a Teacher Leader Institute) was held for a week just before mid-year bringing the network together in a residential setting to share their experiences, hear of new developments, and use the experience of colleagues and their trainer to solve some of the problems they had encountered. An important factor in the successful implementation of the program on a national basis was the continuing contact maintained with the fledgling teacher leaders throughout their first year of operation by their trainer, who made many phone calls, kept regular contact by mail and made numerous on-site visits to all parts of the country to coordinate the program.

Teacher leader training is a necessary first step

For a small education system of 30 to 100 schools, one teacher leader trained at some national or central training course could run the program. However, to establish Reading Recovery in a larger education system it would be necessary to have a training course for teacher leaders. (Once an education system has enough well-trained teacher leaders the quality program can be maintained.) In this case the system might begin by having a trainer of teacher leaders in a setting with both a university course and an on-going program operating in the schools, and having a senior administrator become thoroughly familiar with the preventive thrust of this early intervention program.

References

- Clay, M. M. (1982). Reading Recovery: A follow-up study. *Observing young readers* (pp. 173-191). Exeter, NH: Heinemann.
- Clay, M. M. (1985). *The early detection of reading difficulties: A diagnostic survey with recovery procedures*. Auckland: Heinemann.
- Clay, M. M. (1987). Implementing Reading Recovery: Systemic adaptations to an educational innovation. *New Zealand Journal of Educational Studies*, 22, 35-58.
- Clay, M. M. (1990). The Reading Recovery programme, 1984-1988: Coverage, outcomes and Education Board district figures. *New Zealand Journal of Educational Studies*, 25, 61-70.
- Clay, M. M. (1991). *Becoming literate: The construction of inner control*. Auckland: Octopus Press.



Families Reading Together, a brand new poster set from the Children's Book Council, emphasizes the importance of reading and spending time with family. Ted Rand's 13" x 19" full-color poster depicts a father reading aloud to his family outdoors, while their imaginations populate the sky with airborne animals hidden in the clouds and trees. It is available along with three other posters by Pat Cummings, Patricia Polacco and Jeanne Titherington for \$18.00. Send a stamped (1 oz., first class), self-addressed envelope to Children's Book Council, 568 Broadway, Suite 404, New York, NY 10012 for "Materials Brochure" details.

What Is Reading Recovery?TM

Gay Su Pinnell

Children do not fail in reading; failure, when it occurs, is in the instructional system which has proved inadequate to support the individual learner. An intervention in the educational system, such as Reading Recovery, is needed so that all children have maximum opportunity to become good readers and writers. The program represents a safety net for children who experience difficulty in learning to read and write. Its purpose is to undercut reading failure and to reduce the need for remediation and other compensatory help in reading by providing a high quality individual attention during the critical first years of schooling.

Based on a decade of research in New Zealand by child psychologist and educator Marie M. Clay, Reading Recovery is designed for children having difficulty in reading after one year of school. Research on the implementation of Reading Recovery in New Zealand, Australia, the United States, and Canada (see *The Reading Recovery Program: Executive summary, 1984091*) provides evidence that Reading Recovery helps initially struggling students to make accelerated progress and become independent readers. Reading Recovery offers a powerful demonstration that low achieving students can be successful if the appropriate context and approach are used. It also demonstrates the potential of systemic, long-term approaches to changing the educational future of children who have been labeled high risk.

In this article, I will describe Reading Recovery and talk about it in three ways: (1) as a systemic educational innovation; (2) as professional development for teachers; and (3) as tutorial help for first graders. The third definition is most frequently used because it fits into current notions of compensatory remedial education. In fact, Reading Recovery as a tutorial program has unique features that distinguish it from what we have traditionally provided for students having difficulty. The first two concepts diverge even more from business as usual. In addition to discussing Reading Recovery at all three levels, I will summarize the body of research that supports Reading Recovery's effectiveness as a system intervention.

The Need for Intervention

Educational problems are growing as economic distress increases. Many volumes provide us with shocking statistics such as the prediction that by the year 2020, the number of school children in poverty will grow to nearly 20 million. In a volume entitled *Schooling the Disadvantaged: A Race Against Catastrophe*, Natriello, McDill, and Pallas (1990) say,

We envision the possibility of a future where schools and communities try to serve the population of "survivors," that is, where society's scarce educational resources are devoted to nurturing those children seen as having the greatest potential to succeed. The remaining children will be ignored, left largely to flounder on the rocks of society's indifference and hardened neglect. It is an ugly vision, but it could happen. We are already nearer to it than we care to admit. The question before us is whether we have time to

reverse the present course and make substantial improvements in the education of disadvantaged youth...the interests of the disadvantaged are increasingly intertwined with the self-interests of all of us. It is a message we may not want to hear, but it is one we dismiss as our peril.

Solutions that have traditionally addressed the situation described above have proved unequal to past problems; with even greater needs in the future, we must find new models for helping all of our students. Remedial programs, both pull-out (see Johnston, Allington, & Afflerbach, 1985) and in-class (Slavin & Madden, 1987) models go only part way in the struggle to meet students' needs. Remedial programs have the disadvantage of long-term service and labelling of students. Typically, in such programs, learning tends to be "slowed down." As Olsen (1987) has said, "expectations...are reduced, and they are deluged with worksheets and drills that would stifle any child's love of learning." Retention, another way of slowing down education, is ineffective and expensive (see Johnston, 1984; Walker & Madhere, 1987).

While educators realize the problems associated with traditional approaches, there is a real reluctance not to provide compensatory help, because regular classroom reading instruction, no matter how excellent, simply is not enough for some children. There is good evidence that the social situations in classrooms sometimes work to the disadvantage of low SES students (see Gumperz, 1986), low progress readers having the fewest opportunities to read extended text (Allington, 1980, 1983). Even in the best situations, some students do not have enough background literacy knowledge to sort things out for themselves and to make good progress with group instruction alone. Rich opportunities are available in many classrooms, but even there, some students watch others write and listen to others read but can not fully participate.

Reading Recovery: The Program for Children

Reading Recovery provides extra help for individual children during that critical early period in reading development. It is designed for the lowest achieving readers in a first grade classroom. The program for each child is individual and focuses on the strengths of that child. Reading Recovery is supplementary to the classroom reading instruction. As Clay has said, the program should exist "against the backdrop of a sound general programme" (Clay, 1985). The classroom teacher and Reading Recovery teacher are a team. From the combination of classroom work and the intensive one-on-one help, the child can make the links in understanding necessary to make rapid, breakthrough progress in reading and writing.

Reading Recovery is temporary. In a relatively short period of time, between 12 and 20 weeks of instruction, children in the program catch up with the peers who did not need extra help. A qualitative assessment, with outside consultation, provides evidence that the child has become an independent reader who can successfully solve problems in reading material at about the average level expected in the classroom. Then, the program is discontinued for that child and another is entered. Children need no further help beyond good classroom instruction.

Gay Su Pinnell is an assistant professor at the Ohio State University, Columbus, Ohio. ©Pinnell.

Reading Recovery works for acceleration and independence. The goal of the program is to involve the child in successful reading and writing while a knowledgeable adult works alongside. The teacher observes carefully, noting and often complimenting the effective moves the reader makes. Sometimes, the teacher engages the child in conversation in a way that furthers understanding of the process. The adult-child interaction helps the young reader do much more than he or she could alone; the teacher is always working toward helping the student figure out things independently.

Reading Recovery teachers call this process "teaching for strategies," because they are supporting the young reader's construction of the in-the-head operations that are characteristic of good readers. Reading Recovery is based on the assumption that good readers learn much more than vocabulary and phonological skills; they develop and orchestrate a system of strategies. Strategies are not overt behaviors but instead are problem-solving moves directed by the reader. The teacher supports the child's engagement in the in-the-head "reading work" that results in the development of a self-extending literacy system, one that extends its own capacity. (For a fuller discussion, see Clay, 1991).

The Observational Survey —Development and Use

At the heart of Reading Recovery is observation of children as they read, talk, and write. The teacher learns to become a sensitive and close observer of children's behavior in reading and writing. Observation reveals what they know and can do and guides the instruction. Clay's original research and years of field development in New Zealand led to the development of an observational survey that consists of six measures. These observation tools are not exclusive to Reading Recovery; they were developed for use by classroom teachers. While they do not constitute an entire assessment system (writing samples and other pieces of work as well as ongoing informal observation would also be used) but they offer a useful, systematic way of inventorying the student's strengths. In Reading Recovery the six measures are used to select the students who most need one-to-one help; from the results of the six observational tasks, the Reading Recovery teacher writes an Observational Summary from which the student's program emerges.

On each measure, the student receives a score; however, Reading Recovery teachers interpret the results based on student behavior. As Rose (1989) has said, "numbers seduce us into thinking we know more than we do; they give false assurance of rigor but reveal little about the complex cognitive and emotional processes behind the tally of errors and wrong answers. What goes on behind the mistakes simply escapes the measurer's rule" (p.200).

The six measures are described below:

1. Letter identification. We ask children to identify any way they can, the 54 characters (upper and lower case letters and two varieties of **a** and **g**.) Sometimes a teacher may notice that in addition to known letters, a student's attempts and substitutions were close in visual configuration to the accurate letter. For example, a student who says **n** for **h** is probably noticing distinctive features of letters.

2. Word test. Although in Reading Recovery instruction there is no list of words and no drill on sight words out of context, we do want to observe the child in this most difficult task. Again, students' substitutions reveal knowledge. A substitution of "pink" for "pretty" might indicate an attempt to use the first letter. Recognition of a known word in isolation indicates some solid knowledge that can be used effectively in the process of reading text.

3. Concepts about print. Another observational task is called Concepts About Print. Here, we want to know that children know about how print operates. The teacher reads a small book, *Stones*

(Clay, 1979) or *Sand* (Clay, 1972) and asks the child to interact with print in various ways. Ability to point to the words, one by one, while they are read or to identify a letter or a word reveals the student's knowledge about the conventions of print. This technical knowledge is built through thousands of experiences, experience in looking at and hearing books read but also with other literacy materials. It means knowing which way to go, where to go next, and how space is used to define words on a page of print.

4. Writing vocabulary. Students are asked to write all the words they can write within a limited time period. Many students can write their names and the names of family members and friends. Often, they have some words over which they have full control and they usually reveal important knowledge of sound-letter relationships through their inventions.

5. Dictation task. The dictation task is not a spelling test. Here we are trying to see how many sounds the child can represent with a letter. Again, this task reveals knowledge of sound-letter associations that can be used to the student's advantage in later writing and reading activities.

6. Running record of text reading. The running record is the most powerful tool of the Reading Recovery teacher and it is profitably used by many classroom teachers as well. It provides a shorthand way of taking down reading behavior "on the run" while listening to the child read. As an example, here are part of one of my own records of Jason reading *No, No* (Cowley, 1982).

Running Record of Text reading

Title: <i>No, no</i>		Running Record		E SC		Cues Used	
P	Text			E	SC	E	SC
3	Bug, Come and talk to me.	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓			1	✓✓✓✓✓✓✓✓
4	No, no. A bird is after me.	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓				
5	Bird, come and talk to me.	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓				
6	No, no. A cat is after me.	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓				
7	Cat, come and talk to me.	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓				
8	No, no. A dog is after me.	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓			2	✓✓✓✓✓✓✓✓
9	Dog, come and talk to me.	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓			5	✓✓✓✓✓✓✓✓
10	No, no. A cow is after me.	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓			1	✓✓✓✓✓✓✓✓

(The story continues with no one having time to talk and all of the animals chasing each other in a circle.)

Key:
 Accurate reading: ✓✓✓✓✓✓✓✓
 Repetition: ✓✓✓✓✓✓✓✓
 Error: E
 Self correction: SC
 Using meaning: M
 Using knowledge of language syntax: S
 Using visual information and letter/sound relationships: V

Figure 1

In a running record, the teacher notes accurate reading, substitutions, omissions, insertions, and so on. The goal is not accurate reading. We want the text to offer challenges. Through analysis of the miscues, the teacher gains insight into the young reader's perspective.

The Development of Reading Recovery

In New Zealand, the wide use of these observation techniques helped teachers become what was called "noticing teachers." They noticed what children could do; they were concerned about children who were having difficulties. At the insistence of teachers, Clay's research team undertook the studies related to creating Reading Recovery. Teachers were part of a research team that watched good teachers working with individual children behind a one-way glass. Standing close to the glass, they could observe behavior in detail. Over a period of time, they gathered precise information about children's behavior and about teachers' responses that seemed to help children. Researchers selected the most powerful responses and produced a set of guidelines that teachers could use to help them make decisions while working with individual children. Many, many options were carefully considered and tried. The repertoire of procedures were designed not for children making a regular progress, with all the variations we see in it, but for those having the most difficulty.

The name Reading Recovery was created during this early time. Navigational terms provided the metaphor they wanted. They thought about a child moving along a trajectory of progress, a flight plan, moving steadily, adding to knowledge base and using that base to construct new knowledge. As all of us build new knowledge, we do so in the light of what you now know and understand; that is, what we already know influences the way we acquire and use new knowledge. It is important, therefore, to have a clear foundation that helps you clearly understand the new information.

Clay and the research team wondered whether we could see the reading process "going wrong" in the early stages. Their answer was "yes," and this difficult beginning seemed to have long-term consequences. Some children seemed to go off course. Even in the rich, whole language classrooms typical in New Zealand education, something was going wrong for a few children. Something was getting in the way; something was confusing. The young learner, they thought, was heading off on the wrong trajectory. They designed a system so that these young learners, who were heading off on the wrong trajectory, could have individual time with a teacher who could see it from their point of view and then engage them in ways that would help to untangle confusions and help them recover the trajectory of progress toward effective, strategic reading.

Reading Recovery thus was designed as a tutorial program for individual children. The teacher was required to observe and tailor the instruction moves to the strengths and needs of the individual child. The lessons were designed to be thirty minutes in length and to include massive amounts of reading and writing. Before lessons could begin, however, more observational and interactional time was needed.

Roaming Around the Known

The first two weeks of a Reading Recovery student's program is called "roaming around the known." During this period, the teacher's task is to learn more about the child, to support in every creative way his use of what he knows. We want the child to move flexibly and fluently around the body of knowledge he has already developed. The child must use what he or she knows even if, at first, that is very little. All children know something about literacy. The teacher does not have a teaching agenda but instead, follows the child's lead, supporting and appreciating.

The teacher may read aloud to the child, inviting unison reading as the story becomes known. Children very quickly acquire some simple books that they can read on their own. They write, draw, and talk together. After the "roaming" period, the teacher knows much more about the child and how to follow his/her lead.

The Reading Recovery Lesson

Lessons consist of a framework of writing and several different levels of reading. I will briefly describe this framework but I must point out that teachers do not follow step-by-step plans. The real skill in teaching comes from the ongoing conversation between the teacher and child as they engage in reading and writing.

1. Rereading familiar texts. Lessons typically begin by the student reading several books which have been previously read at least once by the student. Books used in Reading Recovery usually include both children's literature and "transitional texts" that facilitate the move from oral to written dialect. These texts are not controlled in vocabulary but typically use language close to oral dialogue along with some literary turns of phrase. According to Clay (1991), "...these two types of language together create an example of the bridging that can provide easy access to the child's oral language system, while demanding more attention to the newer forms of book language." (p.192)

Each student has a box of books and reads several of these during a lesson. Some are chosen by the student, some by the teacher. It is important for these young readers to have multiple encounters with the same text. Just about every book still has a few challenges; students get a chance to solve problems "on the run" while reading fluently, reading for meaning, just like good readers do.

2. Reading yesterday's new book. Every day the student independently reads a book read for the first time the day before. At this time, the teacher retreats to an observer's position and takes a running record of the student's reading. The analysis of this record guides the teachers interactions with children. Jason has a tendency to allow his strong language sense to override attention to the print and he does not always notice discrepancies. In this record, though, I noticed some very productive checking behavior. On page three, he predicted "play," an excellent miscue, but cross-checked that prediction with visual information, leading to a self-correction. On page 8, he read, "A dog is after me" and went right on even though his oral rendition did not match the number of words in the text. But on page 10, he crosschecked his prediction, went back, and figured it out. This reader is beginning to problem-solve for himself while reading text. My goal as a teacher is not that he read accurately but that he engage in strategic problem-solving.

3. Writing a message or story. Reading Recovery is not a program to teach the writing process; we hope that is going on in the classroom. But engaging students in constructing their own messages contributes both to writing and to the development of reading ability. Writing slows down the process in a context where the language syntax and meaning are the child's own. This kind of situation provides the best possible support for helping the young learner attend to visual aspects of print. Every day in the Reading Recovery lesson, the child writes and then reads a message. Sometimes these messages are connected to stories the student has read in Reading Recovery and to those he or she has experienced in the classroom; for example, this story by Jason has obviously been influenced by both.

Little Pig, Little
 pig, Go home,
 no no no!
 not By the hair
 on my chinny
 chin chin.

Figure 2

During the writing, the teacher and child may work on a technique called "hearing sounds in words" to construct words that the student wants to write in his story. This activity is purposeful because it helps the student in a constructive process towards the words he needs to express his own composition; it also helps to build the links between sounds and letters.

4. Talking about and reading a new book. Every day, the child is introduced to a new book that offers just a bit more challenge and then, with the teacher's support, reads it. Based on level of difficulty, background, and interests, the books are selected for each child. No two children read the same books or the same sequence of books. There is no controlled vocabulary, but Reading Recovery teachers learn to analyze texts so that they can select books that are within the child's grasp but offer problems to be solved. Teachers do not read the book to the child. We work alongside so that the problem-solving process is assisted but the child is as independent as possible. The teacher responds to and follows the child's lead, recognizing the competent attempts made.

So, the lesson framework includes writing, familiar reading, and challenge reading. Our research indicates that almost every second of that 30 minutes is engaged time; the child is engaged in reading and writing extended text (see Pinnell, DeFord, Lyons, Bryk, and Seltzer, 1990). Lessons continue until the child can read material at a little above average for the class or school in which the program exists and until an independent assessment provides evidence that he or she has developed a system of strategies that make up the self-extending system. Then the program is discontinued and another child begins individual lessons.

Professional Development for Teachers Teachers as Researchers

Clay's original research team valued the "behind-the-glass" talk out of which they made their decisions; so, while planning for wider

dissemination, they recommended that the preparation of Reading Recovery teachers include such experiences. Consistent with their theoretical view of learning as a process of constructing meaning, the researchers hypothesized that teachers must participate in constructing their own understandings, just as the researchers had constructed their theories.

They recommended that the preparation of teachers include this process. Those New Zealand teacher researchers did not have all the answers; they continually had to think hard, to approach each child as a new puzzle, to use their knowledge in new ways. They did not have a prescriptive set of procedures that freed them from decision making, and none exists to this day. The purpose of staff development course in Reading Recovery is to develop teachers' decision-making power.

The professional development course is an academic year in length. No service to children is lost, because teachers begin immediately to work with children in Reading Recovery lessons. Getting underway with the lesson framework, that is, with the activities, is pretty easy. The real challenge for teachers comes in reflecting on and analyzing their moment-to-moment interactions with students. They are assisted in this by the teacher leader, a person who continues to teach four children daily while also teaching this teacher class.

Members of the teacher class take turns teaching one of their students in a regular lesson behind a one-way glass. The rest of the class members observe and talk together. The teacher leader guides the process by questioning and challenging group members to make hypotheses and back them up with evidence. Afterwards, the group will meet with the teacher who provided the demonstration lesson. The purpose is not critique or feedback, although the teacher may glean some helpful suggestions. The real purpose is to provide a case so that teachers can talk together and build their foundation of knowledge.

With the exception of the initial training in the administration and interpretation of the observational procedures, most of the year-long course involves behind-the-glass sessions and reflective discussion. Studies of teachers involved in the process indicates that this professional development process has a profound impact on teachers view of reading, of children, and of their own role as a teacher (see DeFord, Lyons, & Pinnell, 1991; Pinnell, DeFord, & Lyons, 1989).

The Reading Recovery staff development model helps teachers build a generative system, one that helps them learn more from their students as they study them on a case by case basis. The teacher is building a theory of how children learn. After the year-long course, teachers are part of a continuing contract network that involves them in intensive session with their peers, colleague visits to solve problems, and continued learning as long as they are involved in Reading Recovery. This continued learning, this "sifting and sorting," is an essential characteristic of Reading Recovery (see Lyons, 1991). Without it, the process could become mechanical or stale.

Reading Recovery as a System Intervention

Implementing Reading Recovery means taking a systemic view of change. Clay (1987) has remarked, "An innovation cannot move into an educational system merely on the merits of what it can do for children" (p.40). Many innovations fail because the innovators do not take into account the pre-existing organization as it interacts in complex ways with the new model (see Sarason, 1991). The system must change, just as the child and teacher must learn; balance must be achieved.

The program design calls for a redirecting system that continually solves problems. The key person in this redirecting system is the teacher leader. The teacher leader receives special preparation for one year in an intensive university course that includes learning to teach children, learning to teach the teacher class (including behind-the-glass work as well as individual assistance to teachers during the school day), and learning to implement Reading Recovery as a system.

Teachers, leaders, and university personnel work together, each with different responsibilities. They have in common the daily teaching of children and the responsibility to keep on learning. The Reading Recovery network also includes classroom teachers, administrators, and parents.

Educators who implement this program often find that it provokes changes in the system itself because it provides a demonstration that challenges current expectations for low progress children. Teachers and administrators begin to take a hard look at every aspect of literacy teaching in their system and to examine commonly accepted practices. They take a fresh look at children, at literacy, and at materials.

Research Support for Reading Recovery

Studies and replications. Studies of Reading Recovery represents 16 years of research, beginning with Clay's 6 projects between 1976 and 1981 (see Clay, 1985, 1987), and also including Australian studies (Wheeler, 1984) and the Ohio State studies beginning in 1984 (see Lyons, et al., 1990; DeFord, Lyons, & Pinnell, 1991; Pinnell, 1989). In addition, program evaluation data is compiled from every site implementation of Reading Recovery, now in 42 U.S. states and 2 provinces of Canada. Each site represents replication of the process with different teachers, different leaders, different children. In 1990-1991, an average of 87% of students were successfully discontinued at United States and Canadian sites. The 9,486 students who received Reading Recovery lessons for at least 60 days were used as a basis for that figure. In 1991-1992, we predict that as many as 25,000 students will be served, and data will be collected from each of them.

A statewide study. All of the previous research supports the program's effectiveness, but the latest study, commissioned by the John D. and Catherine T. MacArthur Foundation, was designed to answer some specific questions about Reading Recovery (see Pinnell, DeFord, Lyons, Bryk, & Seltzer, 1991). Researchers at Ohio State undertook the investigation to address these practical questions: (1) Wouldn't any one-to-one program work as well, especially one more consistent with the skills taught in the classroom program? (2) Is the year-long training program really necessary or wouldn't a summer workshop do as well? (3) Can you do Reading Recovery in groups and achieve the same results? To address these questions, the study tested the relative effectiveness of Reading Recovery's different techniques when used together and separately.

From 33 schools in ten Ohio schools districts, a total of 324 first-graders — all of whom had tested as the worst readers in their classes — were randomly assigned to one of four intervention programs or a control group that represented traditional practice. The first intervention program was traditional Reading Recovery with a fully trained teacher. The second method, called "Reading Success," mimicked most aspects of Reading Recovery but used teachers trained in an abbreviated program. The third group — in a plan called DISP, or "Direct Instructional Skills Plan" — studied individually with experienced reading teachers not using Reading Recovery's techniques. In the fourth, called "Reading Writing Group," trained Reading Recovery teachers led group sessions

instead of private lessons. The fifth, the control group, relied on the skill drills and worksheets typical of federally-funded group remediation classes common in U.S. public schools.

Each of the four interventions was compared with its own control group in one of the project schools. The lowest achieving first grade students were randomly assigned either to a treatment or a control group, thus, the study controlled for the variation in students that exists across schools and school districts.

Remedial instruction lasted 70 days for each of the first four groups and throughout the entire school year for the control classes. As the end of their special classes, students took five tests to gauge their mastery of a wide range of literacy skills. To measure the lasting powers of the different forms of instruction, the students repeated some of the tests at the end of their first-grade year and again at the beginning of second grade.

The results. Reading Recovery was the only group for which the mean treatment effect was significant on all four measures at the conclusion of the experiment and was also the only treatment indicating lasting effects. Specifically, the analysis showed that Reading Recovery children performed significantly better than an equivalent control group and three other special treatments. Reading Recovery was the only group that was better on all tests, showing long-term effects in reading. At the end of 70 days of instruction when the treatment groups were disbanded and regular school services continued, Reading Recovery children were reading five levels ahead of children who received regular remedial reading lessons. Even though the control group continued to receive lessons for the rest of the year, Reading Recovery children were still three reading levels above the remedial group average when all children were tested the following autumn. Two of the three special treatments, Reading Success and DISP, were four and five levels below the Reading Recovery group average after the 7 day treatment period; only 1.5 or less above their respective control groups. The third treatment, Reading-Writing group, which was taught by trained Reading Recovery teachers, was three levels below the Reading Recovery group. In the autumn, these special treatments were achieving about the same as the remedial reading group.

To put this into perspective, traditionally, there are four preprimer books and a primer level book before a first grade child begins to read his/her "first grade reader." The top reading group may read half of, or finish, the first reader, but the average reading group would more likely just be beginning this final book at the end of the first grade reading program. The lowest reading group, on average, might still be in one of the preprimers. Reading Recovery children were reading the equivalent of the primary in February and were independently and comfortably reading the first grade reader at the beginning of the second grade. All other treatments and the remedial reading group were reading no higher than the third preprimer in February and were still reading, on an average, in the primer level reader at the beginning of the second grade. In the reading group scenario, Reading Recovery children would be considered to be achieving within average range, while the other children were still reading in the low group range. An interesting follow-up to this research project was found in the children who received Reading Recovery services *after* the experiment was over (in February, March, or April). These children were three reading levels ahead of children who received regular remedial reading when they were tested in the autumn. So they, too, were reading within the average as beginning second graders.

Reading Recovery appears to owe its success to the combination of four techniques that strengthen each other. A student and teacher meet privately for a daily half-hour of intense and closely-structured work. Children spend most of their lesson reading real books — not snippets from reading texts or worksheets — and writing sentences that they compose themselves. Teachers custom-tailor each student's lessons to build on the child's individual strengths, no matter how meager, showing them how to broaden those skills and use them to master others. Finally, Reading Recovery teachers learn the program's techniques not in a quick workshop but through a year-long course of study. The course includes extensive practice-teaching, which is critiqued by experienced Reading Recovery teachers. Back in the schools, "teacher-leaders" assist working Reading Recovery teachers catch and correct weaknesses in their work and find new ways to be even more effective.

The results of this study make it clear that the success of Reading Recovery goes beyond the individual factor and the instructional emphasis factor. The time allocations for Reading Recovery and Reading Success were quite similar and they used the same framework for instruction; but as a group, the Reading Recovery teachers had higher student outcomes. It is clear that another factor made the difference: the intensity and effectiveness of the teaching within the Reading Recovery framework. The use of time, "materials, and the one-to-one factor are necessary; however, teachers ability to make spontaneous, effective decisions, provide sustaining feedback, and provide prompts that simplify the demands of the task are even more important.

Reading Recovery and the Future in Arizona

Research on Reading Recovery points to what is possible. In New Zealand, 1988 government figures indicate that with national coverage close to serving the lowest 20% of the six-year-old age cohort and over 90% of those being successfully discontinued, "across boards and across time the mean percentage of children needing longer-term help is at or below 1% of the birth cohort. (Clay, 1990, p.61)...The results challenge much accumulated wisdom about literacy problems. Clearly, they are alterable variables for many children." (p.69).

Arizona was one of the first states to implement Reading Recovery. The first Arizona site was established in Tucson in 1988. In 1990-91, a collaborative of four school districts worked with the University of Arizona to send a university professor to Ohio State to be prepared for teaching the teacher leader course. Currently, the first Arizona teacher leader course is underway at The University of Arizona. Tucson Schools and the University of Arizona are providing leadership in the investigation necessary to provide Reading Recovery in Spanish; this research, described elsewhere in this issue, will have an important impact on literacy education.

Arizona will make its own unique contribution to Reading Recovery. We must approach each new site not just as a stale replication of a program but as a new opportunity to find out things about children, about learning, about culture, about teaching. Arizona will offer new opportunities and challenges. Reading Recovery in Arizona will add new dimensions to our learning in terms of cultural diversity and how the program can best serve all children who need it. Many children in Arizona are not only bilingual but trilingual. We have a chance to learn more about how we can help children use what they know, drawn from the richness of their homes and neighborhoods, to help them enter the literacy club. The teachers themselves, while using the framework set out by Clay, must adjust their interactions and the way they support children to appreciate the unique characteristics of each individual and of that individual's interests and home and family knowledge.

Many people have asked whether Reading Recovery can be done in the classroom or whether it has something to say for education in general. It isn't a classroom program; most children do not need this intensive help. But I will summarize this article by listing some principles of Reading Recovery that I think we would do well to apply to primary literacy education: (1) systematic observation and assessment; (2) reflection on and analysis of student behavior and the effects of teaching; (3) powerful teaching using memorable examples that help the student construct the internal strategies needed for effective reading rather than focusing on accuracy; (4) teaching "how to" so that students can operate independently; (5) long-term professional development close to student learning that focuses on teacher decision-making; and (6) a systemic approach to solving educational problems.

References

- Allington, R. L. (1980). Teacher interruption behaviors during primary grade oral reading. *Journal of Educational Psychology*, 72, 371-377.
- Allington, R. L. (1983). The reading instruction provided readers of differing reading abilities. *Elementary School Journal*, 83, 548-559.
- Clay, M. M. (1985). *The early detection of reading difficulties*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1987). Implementing educational Reading Recovery: Systematic adaptations to an educational innovation. *New Zealand Journal of Educational Studies*, 22, 351-358.
- Clay, M. M. (1990). The Reading Recovery Programme, 1984-1988: Coverage, outcomes and Education Board district figures. *Zealand Journal of Educational Studies*, 25, 61-69.
- Clay, M. M. (1972). *Sand: The concepts about print test*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1979). *Stones: The concepts about print test*. Portsmouth, NH: Heinemann.
- Cowley, J. (1982). *No, no*. Auckland, New Zealand: Shortland Publications and Rigby Education.
- DeFord, D. E., Lyons, C. A., & Pinnell, G. S. (Eds.) (1991). *Bridges to literacy: Learning from Reading Recovery*. Portsmouth, NH: Heinemann.
- Gumperz, J. (1986). Interactional sociolinguistics in the study of schooling. In J. Cook-Gumperz (Ed.), *The social construction of literacy* (pp. 45-68). London: Cambridge University Press.
- Johnston, J. R. (1984). Synthesis of research on grade retention and social promotion. *Educational Leadership*, 41, 66-68.
- Johnston, P., Allington, R., & Afflerbach, P. (1985). The congruence of classroom and remedial reading instruction. *Elementary School Journal*, 85, 465-477.
- Lyons, C. A. (1991). A comparative study of the teaching effectiveness of teachers participating in a year-long or two-week inservice program. *Fortieth Yearbook of the National Reading Conference*. Chicago, IL: National Reading Conference.
- Pinnell, G. S., DeFord, D. E., & Lyons, C. A. (1989). *Reading Recovery: Early intervention for at-risk first graders*. Arlington, VA: Educational Research Service.
- Natriello, G., McDill, E. L., & Pallas, A. M. (1990). *Schooling disadvantaged children: Racing against catastrophe*. New York: Teachers College Press.

- The Ohio State University National Diffusion Network Reading Recovery Project. *The Reading Recovery program: Executive summary, 1984-91*. Columbus, OH: The Ohio State University.
- Olson, L. (1987, June 10). Stanford professor aims to "speed up" learning for the disadvantaged. *Education Week*, p. 12.
- Pinnell, G. S., Fried, M. D., Estice, R. M., & Powell, D. (1991). Teaching for problems solving in reading. Paper presented at the 1991 National Reading Conference. Palm Springs, CA.
- Pinnell, G. S., Lyons, C. A., DeFord, D. E., Bryk, A. S., & Seltzer, M. (1991). *Studying the effectiveness of early intervention approaches for first grade children having difficulty in reading*. Technical Report. Martha L. King Language and Literacy Center, The Ohio State University.
- Pinnell, G. S. (1989). Reading Recovery: Helping at-risk children learn to read. *The Elementary School Journal*, 90, 161-183.
- Pinnell, G. S., DeFord, D. E., Lyons, C. A., Bryk, A., & Seltzer, M. (1991). *Studying the effectiveness of early intervention approaches for first grade children having difficulty in reading*. Columbus, OH: The Ohio State University, Martha L. King Language and Literacy Center.
- Rose, M. (1989). *Lives on the boundary*.
- Slavin, R. E., & Madden, N. A. (1987). Multiple retentions: some consequences for the cognitive and affective maturation of minority elementary students. *Urban Education*, 22, 85-102.
- Wheeler, H. G. (1984). *Reading Recovery: Central Victorian field trials*. Victoria, Australia: Bédigo College of Advanced Education.

THANK YOU

A tremendous word of thanks goes to all who made the 20th Southwest IRA Regional Reading Conference a success: Shirley Duffy, General Conference Chairperson; the Tucson Area Reading Council, the Central Arizona Reading Council, the Cochise Area Reading Council and the Huachuca Area Reading Council. Thanks for a job well done!!

IRA Books:

Sound Ideas Based on Solid Research

Sound teaching ideas based on solid research—that's the distinguishing feature of books from the International Reading Association. IRA books provide ideas to help you be the best educator you can be.

Join the ever-growing number of educators who use IRA books to keep up to date on the latest knowledge in the field of reading. For further information about all of IRA's publications, send for a free copy of IRA's Catalog of Publications.



Write to: PC, International Reading Association,
800 Barksdale Road, PO Box 8139,
Newark, Delaware 19714-8139, USA.

Teaching A Hard To Teach Child

Constance A. Compton

In Reading Recovery™, the goal for the "at-risk" child is to catch up with the average of his or her classroom. This rate of fast progress necessary for these students, which is faster than the classmates, is referred to as acceleration (Clay, 1979). Most of the Reading Recovery children will accelerate in their program, however, there are some that do not, and this article is about one child who has not had this accelerated rate of learning and therefore, has been difficult to teach. This child has caused me to delve further into Clay's *The Early Detection of Reading and Reading: The Patterning of Complex Behavior* to seek answers to a dilemma that I have never before had to deal with. He was a constant challenge and provided me with a wonderful learning experience that I know will help me in my teaching of other children.

The student's name was John and he was hard to teach for two reasons. The first reason, which acted as a road block to his learning throughout the year, was John's behavior. The second reason was that prior to his entry into Reading Recovery, John habituated inappropriate learning behaviors. I was not sure whether problems in one area contributed to problems in the other, but both interfered with his learning to read and write; and therefore, both will be addressed in this article. I will examine John's strengths and confusions throughout his program, and I will reflect on the ways in which I developed a program specific to his individual needs.

Beginnings

John entered the Reading Recovery program Fall of 1990 with the following entry scores:

LI	WT	CAP	WV	DIC	TEXT
19	0	10	0	2	2-90%

Although John's scores seemed relatively low, he exhibited strengths in text, words, and letters. In text reading, he used meaning and structure cues. If the story pattern were provided, John could continue to use that pattern in his own reading and his substitutions were meaningful ones that did not alter the message of the story. He also displayed some control of directionality, in both reading and writing, moving left to right across the page, as well as top to bottom.

John showed some awareness of errors (text reading) and used the initial letter to attempt to self correct (have/had). He could also say words slowly and was able to use and record (one time) dominate consonant letter/sound correspondence in the dictation (t for let). In addition, John recognized 19 upper and lower case letters and wrote several without copy. On the CAP, he was able to distinguish between one letter and two letters.

What stood out on his diagnostic survey was the discrepancy between the text reading and writing vocabulary and dictation. While the text reading appeared much higher than many of the other children tested, his writing scores were much lower. This led me to believe that John had not yet developed a system for learning how to look at print. When examining his writing vocabulary, I noticed that John could not write his own name. He was unable to make distinctions between the letters in his name. His *h* looked the same as

his *n* and each letter was stretched across the page, not even looking as one unit.

Because John was not consistent in looking at print, when he and I began to Roam Around the Known, in addition to establishing a rapport, I wanted to model appropriate reading behaviors in order to help draw his attention to print. My plan was to model one-to-one matching and to demonstrate that what was said could be written down.

Roaming Around the Known

In *The Early Detections of Reading Difficulties*, Marie Clay stated that one of the most important reasons for the Roaming Around the Known period was for teachers to stop teaching from their preconceived ideas and to follow the child's responses. I learned this lesson the hard way. Having established some kind of focus for Roaming, I began the sessions, only to find that the first priority was not going to be what I had intended; rather it would be to engage John in the activities and to help him see that reading was an enjoyable experience and one in which he could be successful. What caused me to quickly refocus my thinking was John's initial behavior coming into the Reading Recovery room. Quickly I summarized that he did not want to be with me. When he refused to come on that first day, his teacher and I made the decision that John needed Reading Recovery and that he would have a lesson that day. Our concern was that he might believe he could get out of having lessons by continuing to throw these temper tantrums in order to not have to come in the future. So the first session (as well as 7 consecutive ones) consisted of me carrying and/or coaxing John down to the room.

Overcoming Obstacles

For many days, in fact, almost all of Roaming Around the Known, John came into the room kicking and screaming. Three of the days, he completely destroyed the room by throwing books, tearing up papers, and breaking crayons and chalk. What amazed me most was that once he calmed down, and I could get him into his chair, he would then become engaged with the activities, laughing and thoroughly enjoying the stories and sessions. One time he told me that no matter what I did, "You ain't going to make me read." I reassured him that I would read to him that day and then made certain I selected his favorite story, *I Like to Eat*. The reading was more dramatic than usual, making it appear that I was having a wonderful time. Within one page of my reading to him, John began to join me saying, "Let me read it." For John, it was simply a matter of getting him to come to Reading Recovery, for once he was in the door, he was easy to entice. I found this to be the first major obstacle to overcome and quite a struggle. It was to be the first of many lessons to come where I was forced to use my ingenuity.

Within the first few days of Roaming, I discovered four books (*I Can do it Myself*, *I Like to Eat*, *I Like Balloons*, *The Ghost*) that John thoroughly enjoyed, so I began to incorporate these stories into each session, looking for opportunities to revisit them in an unusual way and to expand these ideas in his own writing. We made pop-up books, chalkboard stories, lists, trip stories, and feely books all based on these four favorites. These newly created texts became the core of our Roaming Around the Known sessions. The following shows the number and kinds of books we constructed after reading these four favorites:

Constance A. Compton is a graduate assistant at the Ohio State University, Columbus, Ohio. ©Compton.

<i>I Can Do It Myself</i>	<i>I Like to Eat</i>	<i>I Like Ballons</i>
John Can by John	John Likes to Eat	John Likes
(alternative text)	(alternative text)	(Chalkboard story)

John Can Eat	by John	John Likes... (list)
by John	John's Breakfast	John Likes...
(alternative text)	(a touch and feel	(alternative text)
	book) by John	
	John's Cookbook	
	(a revision of John	
	Likes to Eat)	

The Ghost
Pop-up book
Monsters by John

Despite the behavior problems that John continued to exhibit, one reason I insisted on working with him was due to the many discoveries that he made during those first ten sessions. Using his favorite books, John was able to sort out many confusions. He gained control of writing his name, attended to print through his active involvement in writing, attended to and became engaged with stories, demonstrated control of one-to-one matching on a few known books, and, using a few known words (John, I), began to show signs of monitoring his own reading and writing. I felt that if I were able to continue to engage John in these processes he would begin to view himself as a reader and writer, and some of the outbursts would disappear, thus he could learn. In the book *Whole Language Beliefs and Practices*, Frank Smith said:

To learn to read and to write, children require (1) demonstrations of how reading and writing can be used for evident meaningful purposes, (2) opportunities for engagement in such meaningful uses of reading and writing, and (3) freedom from the unnecessary undermining of sensitivity (Smith, in Manning, 1989.).

Engagement then began to be my main focus and the key to my teaching and to his learning throughout the rest of his program.

Moving into Instruction: Proceeding with Care

After 10 days of Roaming, going over what John knew in as many ways as I could possibly think of, my ingenuity ran out, and I was chomping at the bit to move into instruction. We had made some progress with his behavior, in that I was not carrying him into the room. For several weeks, he continued to cry and carry on, but I felt somewhat encouraged because at least he was walking on his own to the lesson. I learned quickly to value and cherish these small victories.

Even though John had sorted out some confusions during the Roaming Around the Known sessions, he still was not attending carefully to print, so I saw that to be my initial focus of instruction. In order to make progress, though, I felt it was important for me to procede gently with John. Eve Malmquist, in *Reading, The Patterning of Complex Behavior*, has stated:

Growth reading cannot be hurried without some undesirable and even damaging effects on some children. Yet dalliance can mean the consolidation and habituation at best of low-order processing habits which resist reorganization at later stages of instruction; at worst the training of erroneous concepts and handicapping procedures (Malmquist, in Clay, 1979, p.41).

I found providing a careful balance of easy tasks and those that challenged the child to be the most difficult aspect of teaching students in Reading Recovery, especially John.

Those first three weeks of instruction were probably the most difficult and crucial to John's program. It was during these weeks that I concentrated on getting him to attend to the details of print. From the Diagnostic Survey and the Roaming around the Known sessions, I was aware that John had very low letter identification as well as little understanding of letter / sound correspondence. In order to be able to make progress in his writing and reading, I knew we would need to spend time learning how to attend to print detail in certain orders for letters, and for words. Not having very many known letters made it difficult for us to communicate to each other about print throughout the entire lesson. Without having some letter names or shapes he could identify, it was hard for John to work from sound to letter during the writing component and letter to sound during the reading portion. My goal was not for John to be able to recognize and write all letters, but, my intent was for John and I to be able to communicate to each other about the relationship between what was spoken and written as it occurred throughout the lesson. I wanted to help him develop a system for learning how to look at print. Marie Clay wrote the following about the importance of looking at print:

A child who only knows a few letters and words is probably not using visual signposts or cues. Ways of looking at print and searching for cues must be established. Most children will discover all that they need to know as they read books. A few children take a very passive approach to print. They need more help in learning about print (Clay, 1979, p.69).

Breakthroughs

Looking for that balance of teaching within the child's zone of proximal development and scaffolding his knowledge, I knew it was so important to begin with what John already controlled and knew, so we began to look at print through three letters from his name: *J, o, h*. After working with these letters for a few days, I chose not to work on the *n* next, but rather the *l* and the *t* because these had similar motions to the *h* and had more distinguishable features (from *h*) than the *n*. I taught the letter formations by demonstrating the three ways of remembering found in *The Early Detections of Reading Difficulties*: movement, words, and visual form. Using exaggerated motions in the air, verbalization of how we made the letters, writing with the water brush, writing on the magna doodle, and writing in the salt tray, John began to learn a few letters. Over a period of several days and numerous repetitions John had a few known letter. It then became easy to build on what he knew and connect these known letters to unknown one. We gradually moved into letter with similar motions (*l, t, f, h,*) shapes (*o, a, c, e, g,*) and unusual motions (*w, x, y, z*). He developed his own system for remembering, usually by verbalizing the motions as he wrote, and he made many of his own links to other letters with similar shapes, indicating that he was developing a system for looking at print.

After the first few weeks of explicit instruction, I did not have to appropriate much time in the lesson for working with letters. Those we did work on were ones that came up during the writing portion. Instead of working with letter formations after the Running Record, I taught them as they occurred during writing. This method not only provided a common ground to talk about reading and writing, but it also helped John see how letters operated within words and was extremely effective in helping him understand the links between what we were saying and how letters were used to write that message.

By the sixth week of instruction, I began to see evidence of a transfer of knowledge when John independently referred, by letter name, to the sounds that he was hearing in words he was trying to write. His sentence was: *Last night, Freddy Cougar came into my room.* He was able to identify and record the following letters: *L, t, F, n, m.* It was from that lesson on, that hearing sounds in words and writing component became an extremely powerful way in teaching John to read.

Unlike the progress that John made in letters, he struggled to develop a writing vocabulary. By the fifth week of instruction, John had only 4 known words: *John, the, I, a.* Again, referring to *The Early Detections of Reading Difficulties*, I worked in the areas suggested in order to extend his knowledge of words. Even though I provided numerous opportunities for John to extend his writing vocabulary, nothing worked. He would remember part of the word, or sometimes the entire word, but he was unable to write that same word later on in the lesson or the next day. It was as if he could hold the experience from one day and use it in the future. I had had John: make words out of magnetic letters, write the word in big print, trace words with his finger, saying each part of the word as he traced it, and use a waterbrush to write. When even those methods did not work, I found in *The Early Detections of Reading Difficulties*, a section titled: Studying words and remembering them. With this new found insight, I tried having John write the new word on the chalkboard, saying it slowly as he ran his finger across it. Then, I had him take a good look at it and close his eyes. I wanted him to visualize the word, in parts. Next I would ask him to open his eyes and take another good look. During this second look I would question, "Are you seeing how it begins? Are you seeing how it ends?" I was trying to help him focus on the details of the word he was studying. Then I would have him close his eyes again. Many times I would ask him to write the word in the air, or I would question him if he was thinking of how many letters it had, etc. After opening his eyes he would write the word. If he was unable to do this, we would begin the process again.

In addition to using this visualization type of technique, I looked for or created situations in which these same words appeared in John's own reading and writing. For example, *and* came up one day in writing, so we took it to fluency. The next day for his new book, I selected the book *The Bicycle* where the text repeatedly had *and* throughout. I now could use this same word for two different purposes: as a known word for John to monitor his reading, and as a link to what John had written. I took it even a step further by having him write about what Baby had painted in the story. He wrote: *The baby painted the wall and the chair.* This was another way of revisiting a known word, however, within a new situation or context. For the next 3 lessons, I selected stories in both familiar reading and the new book, that built upon his new level of understanding and also created opportunities where he was able to revisit *and* through writing. By the end of that fourth session, *and* was now a known word and the first new word he added to his writing vocabulary chart since *Roaming Around the Known*. This type of teaching was exhausting, but extremely worthwhile, for after several weeks of this visualization and linking opportunities for these words to occur in both reading and writing, John began to develop a writing vocabulary. We were on our way!

Building a Self-Extending System

Empowering the Child

Because the temper and crying continued to disrupt our lessons, I asked a colleague to visit in order to problem-solve together, what to

do for this child. I was concerned about the behavior and wanted someone else to reflect on the overall effectiveness of the Reading Recovery program for John. After observing, my colleague helped me realize that part of the problem in getting John to come might be that he was sensitive about being pulled out of the classroom. Before the visit, I had always gone into the room and taken him away from whatever it was he was doing. The suggestion was made that John and I devise a system in which I could signal that it was time for our lesson and he would come on his own to Reading Recovery.

I remembered that one day during *Roaming*, I had brought in a stuffed turtle that John thought looked like a Teenage Mutant Ninja Turtle. He had loved reading to it, so I used the turtle as our signal to come to class. I talked this over with John and we arranged it so I would walk into his classroom, place the turtle on his work area, and then leave. He in return, would get up and come down to the room on his own. This was a breakthrough for John and his first sign toward independence in his Reading Recovery program.

After the signal with the turtle was developed, John occasionally had relapses in his behavior, so other methods were tried as well. For several weeks, John talked about having pizza with me, so I used that information to build a self-extending system for his behavior. (I was not sure whether Marie Clay would agree that a self-extending system exists in behavior, but I knew that every time we had an incident, his learning always suffered.) Prior to these conversations, John was hiding from me, or again, carrying on with temper tantrums. Having to use my ingenuity, I told John that we would have a pizza party if he would work on his behavior. During our writing time, we created a contract that stated what John would have to do and for how long, in order to earn the pizza party. Wanting to see what John would tell me, I let him begin with areas he thought he needed to work on. He came up with the following and this became our contract:

1. Come down right away.
2. No complaints.
3. Work hard when you're here.

We both signed the contract, shook hands, and the lesson continued. The contract was left on the wall and read at the beginning of every lesson and again at the end to evaluate the session. Each day it was John's responsibility to determine how the lesson had gone. Many times he was much harder on himself than I would have been and denied himself a tally. After five tallies, he earned the party. I still wanted to incorporate the party into his lesson, so we used the writing time of one lesson to list what things he would put on his pizza. The day of the party, we made our own pizza, using the ingredients he had written about, and writing the directions as we cooked. It was an excellent opportunity for John to see that he was able to control his behavior and also to view reading and writing as enjoyable activities.

As the end of the year approached, John still needed to develop another contract for his behavior. There were differences between this new contract and the contract for the pizza party. One difference was the reward he selected to work for. He wanted to work toward a magna doodle that had been discarded in the trashcan in our room because he wanted to be able to repair it and use it to write words that he knew. The other difference was that John was completely responsible for developing the idea and the contract. I believe that he became more aware of his own behavior and began to take on the responsibility for his own learning.

The Power of Writing

From the beginning of his program, John was actively engaged in the writing part of each lesson. I believe that he felt more in control of his learning, being able to see exactly what it was he produced each day. He loved looking through his writing book and seeing how much longer his stories had gotten. Once John began to take on more responsibility with his behavior, it became easier to shift my teaching and allow him to display this independence in the lesson. Having already seen evidence that John had gained some confidence in writing, I allowed more wait time for him. This one planned bit of instruction (or non-instruction) brought out some excellent reading and writing behaviors. Independently, John said words slowly, pushed the counter, recorded some letters, wrote the beginning letter or letters of the word or the next word on his own, monitored his spacing between words and the size of his writing, as well as attended to upper and lower case letters and periods, and reread the previous text that he had written. All these shifts in his behavior occurred after my teaching behavior changed. John took ownership of the writing, simply because I relinquished that responsibility to him.

Realizing the importance and the power of linking his writing to his reading, I began to use these known words in his writing vocabulary to help teach him how to monitor his reading. One day, during the Running Record, John was reading the book, *Dan, The Flying Man*. When he came to the page where it said:

Catch me,
Catch me,
If you can.

John read: Catchme, catchme,
Catchme, catchme,
If you can

He continued to work on this passage, knowing something was not quite right with how he had read, but he could not solve the dilemma. After the Running Record, I asked him to show me the tricky bit and he immediately went to that page. I had him try it again to make it match, but he was unable to match one-to-one. Using his known word, *me*, I had him show me the word *me*. He was successful in doing this, so I told him, "Every time you come to this word, that's what you will read." So, I had him try again, but he was still confused about where one word ended and the other began. This had also been a confusion the day before during the first reading, so that night, I had referred to *The Early Detections of Reading Difficulties* where I found a section that discussed using cut-up sentences of the text to help sort this confusion out. Writing the text on a sentence strip, I told him "I'm going to help you so you know what to do. This says: 'Catch me, catch me if you can.'" Together, we read the sentence strip as we cut, and I had him assemble it. When he was successful with this, I said, "Show me *me*."

He was able to give the word to me, so I had him read the text in the book. When he was unable to still match up the text, I had him point to the word *me* again (he did) and then try to read, again. I took three times assembling the cut-up sentence before he could successfully read the text, but this was a beginning step in teaching him to independently use known words to monitor his reading.

Around the tenth week of instruction, I was able to see that John was beginning to put the pieces of this puzzle called reading and writing together. Not only had his writing vocabulary expanded to include over 20 words, he was using these known words to monitor his reading, and could generate new words from them. Also by this time, he knew most of the letters of the alphabet and used them to record his messages. He wrote almost all the dominant consonant sounds and some long vowels.

At the same time that John began to monitor his own reading without prompting by me, he demonstrated evidence of searching behaviors. He visually searched the words and the meaning of the story. As he read *The Farm Concert* one lesson, he noticed that what he said had not matched with what was written in the text. He read: "Quiieett!" stretching out the word to make it extend and last until his finger could reach the final word on the page, for the actual text read: "Quiet!" yelled the farmer. Running his finger under the last word (farmer) he commented, "Wait a minute, There's no *t* here," and he then reread and self-corrected. This was another breakthrough in John's reading and acted as a springboard for future teaching. I knew he understood how to solve some of his own problems, so now I needed to continue to scaffold that knowledge in order to help him develop a self-extending system of learning.

Springboards to Learning

There were numerous times that the linking of writing to his reading proved to be very important in moving John forward, but none proved more powerful than the time I used the book, *Tricking Tracy*, as a springboard for his own story. Throughout his program John had many breakthrough books that enhanced his learning and brought about new discoveries, but this book provided more opportunities for new learning and allowed him to rediscover appropriate reading behaviors that had been previously discarded.

It was during the sixteenth week of instruction, John was reading at level 9, that I introduced the book *Tricking Tracy* to him. John absolutely loved this book and delighted over all the mischief that this little girl caused. We had discussed this story, looking at the speech bubbles and predicting what was going to happen to her numerous times. One day I asked him if he wanted to write a story about Tracy since he liked that book so much. Delighted at the prospect of making his very own book, he began to create a story that he worked on for over a two week period. After he finished the story in his writing book, I typed it up and brought it back for him to illustrate at the end of each lesson. When the book was completed, illustrations and all, John read that book for familiar reading almost every day for three weeks. Even during his twenty third and twenty fourth week of lessons, John enjoyed revisiting this story. By providing him with this type of opportunity that he had not had in the classroom, John was able to see the relationship of illustrations and text. For it was after writing his own story that he began to search the illustrations to help him think about the story and his fluency began to soar as well. He read with wonderful phrasing and expression, something that he had a great deal of difficulty with prior to that experience.

After he had written his own story, John's reading graph continued to show progress each week, one level at a time. Prior to that, John plodded along, making progress for a few weeks, only to reach a plateau and remain on that level for another two to three week interval. Although there had been progress throughout, it was quite slow, and I was beginning to wonder what was going to help to make that leap in his learning. *Tricking Tracy* allowed for that forward momentum and the incentive that he was missing.

Finding the Balance

Throughout John's program, I constantly tried to find ways of balancing the lesson so he had opportunities in which tasks would be easy and he could practice fluent behaviors, and yet, tasks that challenged him so his knowledge would be extended. Several times, Mary Fried's words, "What did that child learn new today? And what opportunities for success did that child have?" haunted me. There were some successes that could be identified, in which John did have a balance of activities.

Those first five to ten minutes of the lesson proved to be the most important part of John's lessons. If I had engaged him with texts he felt successful, the rest of the lesson went beautifully. If I had selected poorly, and he met the tasks with frustration, the lesson was a disaster. Day after day, I went carefully through the books, looking for just the right ones that John would want to read the next day in the lesson. Knowing that we were to never do for the child what he could do for himself, it finally occurred to me that John might do a better job of selecting his own books. After each lesson, I began to let him choose three or four books to have out for familiar reading the following lesson. I still had input into the process by making certain selections available to him that fostered fluent reading, and ones I knew he had enjoyed from the past. Eventually, I could leave the choice completely open, because he became fluent throughout most of the texts, even as texts became more complex. This shift in teaching, or preparation, alleviated a tremendous amount of stress for both John and me, and again, allowed him to take some of the responsibility for his learning.

Taking books home and then returning them also had been a problem for John. He wanted to take books home, but they would never manage to come back to school, no matter how many times the parents had been contacted. This was an important part of his program that John was missing, so I developed a variety of ways in which he could practice his stories. The first method I tried was to set John up with a big buddy to read to. His school was an open-classroom type of setting in which there was a fourth-grade class across the hall. One boy, Michael took an interest in John, so he became the big buddy. After demonstrating to the older student how I wanted him to work with John, three times a week, Michael and John read stories together and assembled the cut-up story. To follow up the activities with the buddy, I asked John's teacher to let him assemble (by gluing) the cut-up sentence on a piece of paper and then illustrate it as part of his seat work. Each day John brought the illustrated story to the Reading Recovery room where we displayed his work, in order to help him to take an interest in what he was doing. Like the writing book, displaying his work allowed John to see his work growing more complex, giving him a sense of accomplishment that also enhanced his involvement with the activity.

Eventually, when the novelty of the big buddy ran out, I tried another method of getting him to read. I was working with John on his fluency by taping him during our lessons, so I decided to provide his classroom with a tape recorder and blank tapes where John could practice reading his stories. This was a big success, not only because it got him to read his books, but it was also helping John develop fluent reading. He loved reading into the tape and playing back his stories to himself and to his friends. The tape recorded readings helped boost John's morale as well and gave him a bit of status in his room. Each day, the teacher let John select one friend to read with into the tape. For the first few readings, the voice of the friend was much more dominant than John's. However, John soon controlled the situation and took genuine pleasure in reading to his friends, rather than simply *with* his friends. These taped readings not only helped John's fluency, but it had an impact on the amount of books that John was willing to take back to the classroom to practice. Before, John would take only one or two stories to read with his buddy, and getting him to do this was a struggle. When he began to read into the tape, John chose five to seven books every day, and his reading continued to progress.

What Have I Learned?

I learned many valuable lessons working with John. The most important was the meaning of an individualized program. Throughout the entire year with John, I found I had to constantly refine my teaching to meet only his needs. When I selected a book that had been successful with one of my other students, I knew every time that that introduction had to be specific to John or he would never make progress. It was that way with every aspect of his program and I felt that pressure more than I ever had before, but never before had I had as great a challenge that demanded so much from me.

This year, I realized how important it was to never assume something about the child and his learning. Rather, I learned how to look for evidence to prove my thinking valid, or evidence that proved my hypothesis to be incorrect. This was a valuable lesson for me, and one that I found out early in the Roaming Around the Known session. I was grateful that that had happened, because the incident left a strong impression on me and was one that I will not forget when working with children in the future.

The wisdom of my colleagues became extremely important to me this year. Only one time was mentioned in this paper about a colleague coming to observe a lesson; however, there were over five visits throughout the year, where I had someone watch the interaction between John and me, helping me look for that next breakthrough. Two heads were definitely better than one, and after each visit, I was renewed and had gained further insight into this child that was causing me such difficulties and frustrations. During those times when colleagues were unable to visit, I began to tape my lessons, listening to specific parts of the lesson, or the entire lesson. This was another extremely helpful and resourceful tool of learning and one that I have highly recommended to others when they have run into troubles.

It was through these colleague visits and all my frustrations that I learned the importance of "kid watching" as Jerome Harste would say, and keeping detailed and explicit lesson plans and records about these observations. Without these careful notes, I would have had little information to share with others, and little with which to reflect about my own teaching. In addition to keeping every day records and the weekly charts, I made time to look back over the Running Records and the notes on my lesson plans every week, looking for new developments or insights that had occurred as I tried to get a focus for the next lesson. When I came across stumbling blocks in John's progress, I would spread lesson plans and Running Records out and look for patterns, asking myself what were these records telling me? Not always did I have the answer, but many times, I was able to see something that had gone undetected before. Often I would leave reminders on the plans to help me remember my focus, or my game plan for that day. The comment column became an important place where I jotted notes about something spectacular (or disastrous) that day. This became, many days, the place where I recorded what I felt the child had learned. Many times, I also put in this same column, where I had missed a teachable moment and what I would have done differently. That helped me prepare for incidents in the future and refine my thinking.

When I saw how powerful the writing component was for John, I carefully examined my notes (and listened to the tape recordings) to see if I was using links between writing and reading in order to move John forward. I began to understand the importance of linking reading and writing and I have learned my way in, out, around and through *The Early Detections of Reading Difficulties*, and for that I was grateful. We were constantly reminded to think of this book, not as a cookbook, but one in which we had to work our way through in

order to solve our own problems, and I think I was able to use it in that way. Certain sections became more memorable and those pages more worn than others, but the important lesson learned was how to find solutions to questions I was faced with. Everything I tried did not always work, but each time I went back to the text seeking help, I gained new insights into the learning process of the child and also of my own teaching. The text always opened my eyes to new possibilities for my student and myself.

I learned the definition and the importance of pacing. As I wrote in my colleague paper, I had assumed that pacing always meant speeding up, but I learned through John, that pacing also meant slowing down. Throughout most of John's program, it seemed as if we moved one step forward to two steps backward, until I learned the importance of pacing the lesson according to the child. Before working with John, I had viewed dropping back levels as something negative, but what I had not realized was how necessary it was to ease up, practice on easier texts, in order for the child to be successful. It was exactly how Marie Clay wrote it would be. When John had the opportunity to practice on books and tasks in which he could be successful, all of those discarded behaviors that I wanted to bring out, reappeared and his reading and writing soared. Many times it was valuable and essential to go in reverse, in order to move forward.

I learned the importance of specific praise, and that generally, we praise children too little. During my first colleague visit, I asked them to observe my teaching and the interaction between John and me. It was through this observation that I was made aware of the number of times that John received praise from me throughout the

lesson. Even though John had been given positive comments, my colleague's observation pointed out that in order for John to feel successful in reading and writing, it would be necessary to praise him during every step he takes in becoming a reader. The next day, every opportunity that arose, John received genuine praise for what he was doing right, and suddenly, I had a child that was beginning to be excited about reading and writing. I had forgotten the importance of getting the child to view himself as a reader and writer.

Finally, I learned the importance of fostering the child's independence, from the very beginning, as a key to the child developing a self-extending system. John proved this to me, both with his learning and his behavior, and once I gradually relinquished the responsibility of learning over to John, as he was ready to take more on, he began to make, and continued to make progress throughout the rest of his program. They were not the leaps and bounds that I would like to have seen, but he did develop a system for solving problems on novel texts at appropriate levels of instruction. It was because of this last statement that I have begun to fill out the forms to have John tested for discontinuing.

Bibliography

- Clay, M. M. (1979). *The early detection of reading difficulties*. Auckland: Heinemann.
- Clay, M. M. (1979). *Reading: The patterning of complex behavior*. Portsmouth, NH: Heinemann.
- Manning, G., & Manning, M. (1989). *Whole language beliefs and practices*. Washington, DC: National Education Association.



For a fun-filled Summer Reading Incentive and Award Program, the Children's Book Council presents a packet of full-color materials by Bruce Degen of *THE MAGIC SCHOOL BUS* series fame. Included are three 12" x 13" mini-posters that convey the spirit of summer fun including, of course, reading, 50 Summer Reader Cards (3¼" x 2½") that can be personalized with young readers' names, and 50 Achievement Certificates (8¼" x 6½") that recognize program participation. For further information about the Summer Reading Packet and other current reading-encouragement materials, send a business-size (No. 10), stamped (1 oz. first class) self-addressed envelope to: Spring 1992 Materials Brochure, Children's Book Council, 568 Broadway, Suite 404, New York, NY 10012.

Reading Recovery™ — A Collaborative Effort

Pi A. Irwin and Judy Nichols

The establishment of Reading Recovery in Arizona mirrors the successful story of Reading Recovery introduction in other states. From its beginnings in New Zealand and its establishment as a national program in that country, Reading Recovery has been recognized as a highly effective second chance for first grade children with reading difficulties. With its expansion into North America through the effort of Ohio State University, the program is now in thirty-five U.S. states and two Canadian provinces with 3200 trained teachers in over 500 school districts serving 13,000 children last year (1990-91). These numbers are expected to more than double by the end of the next school year.

The history of Reading Recovery in Arizona actually began in 1988 when a teacher leader trained at Ohio State University was hired to implement the program for Tucson Unified School District (TUSD) Chapter One programs. The program experienced great success in TUSD, both for teacher training and for student achievement. As a result, a community collaborative was formed with the University of Arizona, TUSD, Indian Oasis Amphitheater, Sunnyside, and Deer Valley School Districts to provide financial backing to ensure that training and support for the program would be available within Tucson and within the state.

The collaborative sponsored the training of a University of Arizona professor at Ohio State University to become a teacher leader trainer and to establish a Reading Recovery Program at the University of Arizona. That same year, the community collaborative also hired an experienced Reading Recovery teacher leader from New Zealand to begin offering Reading Recovery teacher training through the University of Arizona to school districts participating in the collaborative.

At the same time, a Reading Recovery program in Spanish was begun in TUSD. To support this program, a Bilingual Chapter One teacher was sent by TUSD to Texas Women's University to be trained as a teacher leader. This training guaranteed that teachers could be trained in Reading Recovery to provide instruction to children in Spanish as well as in English to meet TUSD's diverse linguistic needs.

Since that time, Reading Recovery has branched out to other school districts throughout the state through the community collaborative efforts with the University of Arizona. Continuing partners in the collaborative are TUSD, Amphitheater, Sunnyside, Indian Oasis, Deer Valley, Murphy and Paradise Valley School Districts. Because Reading Recovery serves teachers as a staff development training program and children as an early literacy intervention program, cooperation between and among several educational groups is a necessity.

Through the University of Arizona and in cooperation with their school districts, teachers may receive 6 graduate credits for their training year which involves weekly classes and application of their learning in direct student service. Teachers with a master's degree in

reading are eligible to become teacher leaders. Following their training, they can train other teachers in Reading Recovery. Teacher leader candidates spend a year in residence at the University earning credit to apply towards educational specialist or doctoral programs. Teacher leaders and teachers training as Reading Recovery teachers continue to provide direct instruction to children throughout their participation with Reading Recovery. The University of Arizona is now one of thirteen universities throughout the country which serve as a Reading Recovery training sites. In the coming years, it is anticipated that the collaborative will expand to include additional school districts in Arizona and neighboring states.

As a project the collaborative embodies the best qualities of those projects involving school district and university collaboration. The project has:

- * had documentable impact on student performance as a result of the intervention
- * had demonstrable effect of Reading Recovery teachers, who use their observational skills in planning for student learning not only with Reading Recovery children but also in other instructionable situations
- * had clear impact on the instructional practices of non Reading Recovery teachers in schools where Reading Recovery is implemented
- * provided a model of effective professional development for teachers, avoiding single session shots-in-the-arm and promoting on-going modeling, coaching, monitoring and support for teachers
- * demonstrated that strategy based instruction learned in Reading Recovery can transfer to other instructional situations
- * empowered both teachers and learners
- * benefited all participants: children, parents, teachers, trainers and University personnel
- * illustrated the positive effects from University school district cooperation in bringing together theory, research and practice in meaningful ways

The success of this collaboration may be measured not only in terms of student success and teacher growth but also in long-term economic savings to school districts. Every at risk child who becomes a successful reader in first grade reduces the need for retention and special programmatic efforts throughout that child's school years. Further, there are benefits to society as successful students are more likely to continue their education and to become productive citizens.

Through the collaborative, trained Reading Recovery teachers continue to meet several times a year in support groups to facilitate new growth as active learners and to share successful strategies. Further, participating school districts in the collaborative collect data on the progress of children in their Reading Recovery Projects and other first grade cohorts to provide a data base for district and state progress reports. The University of Arizona will coordinate data collection in the state and also will sponsor an annual state conference to further provide support, disseminate results of Reading Recovery Projects, and share related information about early literacy.

Pi A. Irwin is the Assistant Superintendent of Instruction, Tucson Unified School District, Tucson, AZ. **Judy Nichols Mitchell** is the Department Head, Division of Language Reading and Culture, College of Education, University of Arizona, Tucson, AZ. ©Irwin and Nichols.

Descubriendo La Lectura: Promising Practices in Literacy for Language Minority Students

Olivia Ruiz

Descubriendo La Lectura, an application of Reading RecoveryTM in Spanish, was created for students in the Tucson Unified School District Chapter I schools who were in bilingual education programs and were experiencing difficulties in learning to read. As the project as evolved, the need for this type of early intervention program has been expressed throughout the United States, especially where there is a large Hispanic population.

There are currently about 5 million school aged children in the United States who enter school speaking languages other than English (Oviano & Collier, 1985). About 85 percent of these students speak Spanish as a first language (Crawford, 1989). The number of Spanish-speaking students entering U.S. schools had steadily increased over the past decade and constitute the fastest growing group in U.S. public schools.

During the past 20 years, bilingual education programs have been widely implemented in the U.S. as a means of providing equitable and quality educational experiences to Spanish-speaking language minority students.

Bilingual programs are implemented in many different ways. They generally utilize the child's native language for initial literacy instruction and gradually add on English as a second language. This model has demonstrated that initial success in native language literacy provides a base for subsequent success in English (Escamilla, 1987; Krashen & Biber, 1987; Medina, 1988; Thonis, 1983; Troike, 1978).

However, as with all educational programs, there are some language minority students who have not achieved the desired results in native-language literacy or English-language literacy. The issue of how to help these struggling students had not been addressed.

One educational intervention program that focuses on helping English speaking students who are struggling to learn to read is called Reading Recovery. Developed and implemented in New Zealand by Dr. Marie Clay, it was brought to the United States and implemented with great success by researchers at Ohio State University. Briefly defined, Reading Recovery is a first grade intervention program designed to identify and prevent reading difficulties early in a child's school career. Using a wide range of children's literature books, specially trained teachers provide children with daily intensive individual instruction designed to improve their reading strategies (Clay, 1989; Pinnell, 1988, 1990; Pinnell, Fried & Estice, 1990). For children in bilingual education programs experiencing reading difficulties in Spanish, there is a real need to look at innovative early intervention programs. These children need what Dr. Clay calls a second chance at learning to read, for their success or failure, in native-language literacy, will have an impact on how well they learn to read in English as well.

In 1988, Tucson Unified School District, through the Chapter I Program, began this project by training certified bilingual education teachers in Reading Recovery. This project was called Descubriendo La Lectura Project. As the training was taking place, the Spanish adaptation translation of the program began. A search of children's Spanish literature was initiated to provide the project with a vast range of texts that reflected emergent, early and fluent levels of reading as well as cultural and experiential relevancy. Many of the emergent and early levels had to be adapted or translated because of the lack of published materials at these levels.

The second year, the trained teachers began field-testing the Spanish-language materials with a limited number of students. Research was done on the observational survey in Spanish for reliability and validity. The study found this instrument to be valid and reliable for our student population. Because of the expressed interest and need, a collaborative was formed with a Chicago and Texas Reading Recovery site. The creation of a Spanish observational survey and the search and development of more Spanish literature, that could be used nationally, has become the focus of this collaborative.

The training of a bilingual education teacher as a Reading Recovery teacher leader has allowed the program to expand. Currently, in the project, there are six trained bilingual education Reading Recovery teachers and nine more in training. The University of Arizona has become a training site for Reading Recovery and the Bilingual Education Department at the Tucson Unified School district is currently funding the training of another bilingual education teacher as a Reading Recovery teacher leader.

In order to monitor the success of the project and the impact of Descubriendo La Lectura on both the Spanish-speaking students and the bilingual education teachers involved in the project, we are continuing to do local and national research funded through a grant from the OERI and the local Chapter I Program.

Throughout our project, we have been fortunate to have the support of Dr. Clay and we continue to dialogue with her in order to be able to expand this project on a larger scale. As more sites become aware, the collaborative continues to grow, initiating similar projects and contributing to the research.

One of the most exciting aspects of this project is that it combines the knowledge base from two important educational fields: Bilingual Education and Reading Recovery. Bilingual Education has provided the premise for working with limited English proficient students in their native language. Considerable research suggests that, for minority groups who experience disproportionate levels of academic failure, the extent to which their language and culture are incorporated into the school program constitutes a significant predictor of academic success (Cummins, 1989). Dr. Clay has provided this project with thirty years of documented observations on what reading behaviors lead to success in the acquisition and development of the reading process and those teaching behaviors that facilitate that learning.

As this exciting project continues, we believe that Descubriendo La Lectura will go a long way toward meeting the needs of many students who may otherwise not have had a chance at success in our

Olivia Ruiz is a Chapter I teacher leader for TUSD, Tucson, AZ.
©Ruiz.

Ruiz continued from page 75

educational system. More importantly, it creates a learning environment that validates and utilizes the language and culture of the child in order to fulfill our expectations of language minority students becoming good readers of not one but two languages.

Bibliography

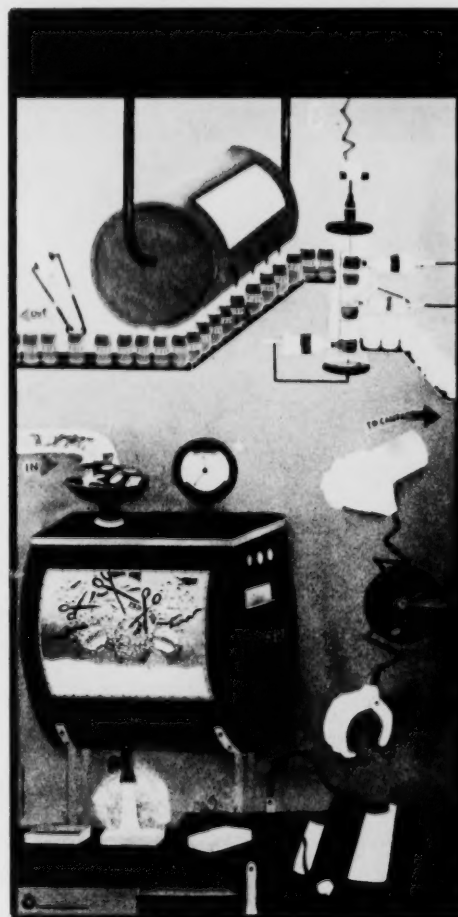
- Clay, M. (1989). *The early detection of reading difficulties* (3rd ed.). Auckland: Heinemann.
- Crawford, J. (1989). *Bilingual education: History, theory, and practice*. Crane Publishing Company.
- Cummins, J. (1989). *Empowering minority students*. Sacramento, CA: California Association for Bilingual Education.
- Escamilla, K. (1987). *The relationship of native language reading achievement and oral English proficiency to future achievement in reading English as a second language*. Unpublished doctoral dissertation, University of California, Los Angeles.
- Krashen, S., & Biber, D. (1988). *On course: Bilingual education's success in California*. Sacramento, CA: California Association for Bilingual Education.
- Medina, M. (1988). *Native language proficiency and Spanish achievement in an eight year maintenance bilingual education program*. Paper presented at the NABE Conference, Houston, TX.
- Ovando, C., & Collier, V. (1985). *Bilingual and ESL classrooms*. New York: McGraw-Hill.
- Pinnell, G. (1988). Holistic ways to help children at risk of failure. *Teachers Networking: The Whole Language Newsletter*, 9, (1).
- Pinnell, G., Fried, M., & Estice, R. (1990, January). Reading Recovery: Learning how to make a difference. *The Reading Teacher*.
- Thonis, E. (1983). Reading instruction for language minority students. *Schooling and Language Minority Students: A Theoretical Framework*. Los Angeles: Evaluation, Dissemination and Assessment Center for Bilingual Education.
- Troike, R. (1987). Research evidence for the effectiveness of bilingual education. *NABE Journal*, 3, 13-24.

The Children's Book Council has commissioned a set of 3 ecology-oriented posters created by well-known children's book illustrators. Petra Mathers' 13" x 26" full-color poster depicts an ingenious machine the "RECYCLE" that recycles — metals, paper, glass, plastic — in a marvelously inventive way. It is available with 2 other posters by Suec Stevenson and Nadine B. Westcott, plus a bibliography of ecologically related materials for \$15.00. Send a stamped (1 oz. first class), self-addressed envelope to Children's Book Council, 568 Broadway, Suite 404, New York, NY 10012 for "Materials Brochure" details.

Irwin/Nichols continued from page 74

Next year Reading Recovery teacher training will be offered at Deer Valley School District in Phoenix, and Amphitheater and Sunnyside School Districts in Tucson in addition to TUSD. Teacher leader training for school districts will continue to be available at the University of Arizona. An additional area of expansion is to foster development of Reading Recovery for students whose dominant language is Spanish. The University of Arizona and TUSD will partner in providing training and support to teachers who have been trained in English Reading Recovery but who want to offer the program in Spanish through a summer workshop in June, 1992. Further, the University and TUSD are part of a national collaborative to establish training programs for bilingual teachers, comparable to the training available for Reading Recovery in English.

The future of Reading Recovery appears to be extremely promising in Arizona. Clearly, the program has produced success for teachers and for those first grade students who are most at risk. However, the goal of the program is to reach **every** first grade student in the lowest twenty percent in reading achievement in Arizona. The collaborative is committed to making this goal a reality and is seeking support from such sources as foundations and state funding. Other Arizona school districts who are interested in joining the collaborative to initiate Reading Recovery in their districts should contact the University of Arizona or any of the school districts participating in the community collaborative.



Sensitive Teaching: Respect For Diversity and Faith In Ability

Kyle D. Shanton

It is true that classroom demographics in the United States have never constituted unequivocal homogeneity; however, the present situation is typically heterogeneous and becoming more diverse as time proceeds. When we take a look upon the classroom communities of today and cast a view to those of tomorrow American educators face an exciting yet serious challenge. Soon the white children will no longer represent the majority; the children of color will (Allen, 1991). Teachers will be compelled to recognize and respond to a richer diversity of background experience, language customs and social dynamics. With this in mind, it is important for every teacher to pose the following question: "How might the sociocultural values of child and teacher be mediated so that all children celebrate, share and draw from their cultural orientations within the framework of school instruction?" There appear to be two decisive factors for consideration in any attempt to answer such a question. First, teachers must orient their attitudes toward respect for those children who indeed comprise their class rolls. Second, teachers must align their actions, by employing suitable instructional pursuits, to correspond to the participants in their classroom settings. These two factors were considered very carefully by Dr. Marie Clay in her endeavor to design a teaching strategy which provides a second chance for young children having difficulty with beginning reading.

Educational research undertaken within the past three decades has ignited a knowledge explosion which provides us with new, valuable and valid understandings of how learners learn. It is now widely recognized that respect must be offered for the culture of all individuals in all their variety, the linguistic abilities in any language, the particular knowledge and view of the world of each and every child, and the prior learning experiences no matter how broad or deep (Clay, 1987). It is important here to query how this might be accomplished. A germane interpretation might be that through a commitment to teach sensitively and a faith in the power of young learners the teacher organizes events where significant learning prospers. Teachers who commit to teach sensitively make genuine efforts to align or correspond their actions to the learning behavior of their pupils. Furthermore, when teachers exercise a faith in the power of children they continually orient their attitudes toward respect for the pupils with whom they interact. In my opinion, the premise upon which Reading Recovery_{TM} theory and practice are based honors these beliefs. Yet what evidence is there to confirm that the teaching design of Reading Recovery integrates such principles? What does this require of the practicing Reading Recovery teacher?

Through systematic observation Dr. Clay set out to give testimony to the progress individual children made in their efforts to read and write. When she uses the term systematic observation she states, "I refer here to a controlled form of observation which requires systematic, objective recording of exactly what a child does on a particular (sometimes contrived) task." (Clay, 1985, p. 11). Because

systematic observation is both objective and controlled the teacher assumes the responsibility for teaching sensitively. Through systematic observation the teacher exercises a faith in the power of the child by noticing what the child can do.

In order for teachers to effectively help children develop literacy abilities they must acquire great skill in observing and responding. All teachers have intuitions about how children learn or why they behave as they do. Strategic attempt to observe the reading, writing, and language behavior of children might be considered a means for counseling a teacher's instinctive wisdom about connected cognitive processes (Clay, 1991). From this argument three salient features can be outlined: 1) the teacher interprets these observations, 2) the teacher responds to the child, and 3) the teacher effects the teaching and learning enterprise. In other words, the teacher becomes a researcher by collecting data and analyzing the information to reprofile any explanations of both teaching moves and learner responses. For example, when a teacher introduced the text *I Love My Family* particular attention was given to the segment where the narrator talks about his uncle. The teacher had noticed that the child frequently used Spanish vocabulary to name familiar objects or places which is not uncommon for English dominant bilingual children. By acknowledging that the reader might not have control of the names "uncle" and "aunt" but would understand "tío" and "tía" (the Spanish terms) the teacher seized that opportunity to support the child in understanding who the narrator was describing. The teacher intended to draw from the child's cultural orientation in order to extend her knowledge of the world and gain control over some new reading work. This beautifully illustrates the importance of respect for the child and faith in the power that he or she can wield over new learning.

These sophisticated interactions occur at many levels of learning and across diverse populations of pupils and teachers. This can be further described as the practice of noticing any assumptions or conjectures about the child's abilities and then laying them aside. In this way the teacher prudently discerns what the child can do by having assumed a sensitive posture much like the role of an active listener in conversation.

Reading Recovery for a macro-perspective is a system's intervention and from a micro-perspective includes a teaching strategy. By this I do not mean that Reading Recovery is only one teaching strategy, but that the teaching practice is strategic in nature. The organization and shape of individual children's programs include systematic observation throughout. The Diagnostic Survey, Roaming Around the Known and the daily lesson formats all are custom designed through sensitive monitoring. Therefore, the child interacts in many ways with a teacher who respects diversity and who believes in the child's potential to extend or change learned behavior.

Children are invited to celebrate, share and draw from their respective cultural orientations as they read and write because the sensitive teacher respects their diversity and notices they strengths they bring to these learning events. In order to accept the challenge of acknowledging individual differences as strengths rather than deficits teachers must become astute observers of the children in their charge. They must also be prepared to appreciate the culture of the child and welcome that into the consciousness of their teaching practices.

Continued on page 78

Kyle D. Shanton is a resource teacher and Reading Recovery teacher for the Tucson Unified School District, Tucson, AZ © Shanton.

Parallels in Learning: From a Teacher Leader's Perspective

Diana Brena, Carolynn Carter, Jeannie Davis, Yvonne Gatley, and Michael Shelton

With a sense of excitement as well as apprehension, we entered the classroom to begin our year-long training in the dual role as Teachers and Teacher Leaders in Reading Recovery.TM Once we crossed the threshold, our lives would never be the same again. As we have progressed through our year we have been enlightened, challenged, frustrated, supported and exhilarated. We hope to share some experiences and insights which have impacted our personal and professional growth.

Initially, much of our attention was drawn to our students as we became familiar with procedures and theory which support emerging literacy. Previously held beliefs and practices were challenged and refined through on-going student observation and discussion with colleagues. As we became more sensitive observers of children, we came to recognize the value and importance of:

- Building on strengths
- Taking risks
- Accepting and refining approximations
- Building a self-extending system
- Moving toward independence

Through weekly training sessions and daily work with students, we became increasingly aware of the parallels that exist between the student as a learner and the teacher as a learner.

Building on Strengths. Initially, there is a strong need to support where we begin as learners. While expectations for growth remain high, there is a recognition of individual differences and a building on strengths with "In the Known" sessions built around individual strengths, such as known words, letters, and book handling skills. As teachers and children become familiar with each other during this period, new insights are formed as they explore and establish the foundation for further learning.

Diana Brena, Carolynn Carter, Jeannie Davis, Yvonne Gatley, and Michael Shelton are Reading Recovery Teacher Leaders-in-training at the University of Arizona, Tucson, AZ. ©Brena, Carter, Davis, Gatley and Shelton.

Building on strengths and meeting new challenges also pertains to Reading Recovery teachers. As we began our year, the challenges to our pre-existing beliefs created some feelings of insecurity. The support built into initial training sessions, however, allowed us to recognize our existing competencies and this provided a foundation for change and on-going learning.

Taking risks. Students and teachers in the Reading Recovery Program are expected to be active participants and active learners. Teachers working with students value and encourage risk taking as students progress through lessons. The support system of the teacher is always present for the child to fall back on when need arises. The teacher as a facilitator and coach fosters the notion of taking a risk.

One of the greatest "risks" we feel as teachers is conducting some of our Reading Recovery lessons "Behind the Glass" (working together on one side of a one-way glass while our colleagues, guided by the Teacher Leader, observe and discuss the lesson interactions and procedures on the other side). We have, however, come to realize the value of the "Behind the Glass" teaching as a vehicle for better understanding of what we do and say. Reflecting and talking about our practices does not involve risk-taking, but they are very important to our teaching and learning. These common experiences have also created a bond between the teachers, providing high levels of support.

Accepting and refining approximations. One of the goals of Reading Recovery is to construct one's own control of the learning process. A part of this constructive process includes accepting and learning from approximations. As each teacher learns to skillfully observe and act upon a child's responses, a certain sense on approximation occurs. Each series of approximations leads to a refinement that is practiced with successive lessons. In turn, each child during lessons makes approximations in reading and writing which leads to further learning.

The following Study Group Report excerpt from the 1991 Teacher Leader Institute (Smith-Burke, Jones, Baird, Decou-Johnson, et al., 1991) summarizes this process:

Shanton continued from page 77

Bibliography

- Allen, A. A. (in press). The multicultural map.
- Clay, M. M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1987). *A literacy strategy for the first two years of instruction*. Paper presented at an education conference, Melbourne.
- Clay, M. M. (1979). *Reading: The patterning of complex behavior* (2nd ed.). Auckland: Heinemann.
- Clay, M. M. (1985). *The early detection of reading difficulties: A diagnostic survey with recover procedures* (3rd ed.). Auckland: Heinemann.

**Center for Establishing
Dialogue in Teaching
and Learning**

**Join CED for the support and development
of educational practices which use
children's experiences and their modes of
expression as the means of learning.**

Workshops • Books • Newsletters • Networking

Call for membership application

894 • 1333

325 E. Southern Avenue • Suite 14 • Tempe, AZ 85282

"Just as children learning to read make errors, receive feedback, and revise strategies, so teachers also learn through a process of approximation in Reading Recovery. They receive feedback from their children, Behind The Glass discussion, field visits from colleagues and the Teacher Leader. Teachers need to be allowed to approximate, make errors, reflect, and modify what they find successful."

Our initial feelings of confusion and frustration have receded as we've come to accept that honest attempts and unanticipated outcomes are important elements in learning.

Building a self-extending system. Through daily work, teachers and students develop their own self-extending systems. Shifts occur as each begin to take on those behaviors most supportive and successful to the learning process. Strategies become secure and habituated. Decisions are based on a repertoire of possible actions and responses dependent on the situation. A child operating with a self-extending system learns and improves upon reading at each opportunity. As teachers, we have found our on-going work with children and subsequent discussions with each other have extended our ability to observe and discover meanings. Reflection is a critical element in forming decisions that affect each child's program. Teachers are encouraged to video and audio tape lessons to self-analyze. In-depth analysis reveals aspects that may not be apparent during the intensity of lessons. We continue to grow in our ability to observe, question, discuss and reflect upon our interactions and readings.

Moving toward independence. A major goal of Reading Recovery is to make children independent of the teacher. This independence does not translate to separation of support, rather the confidence and security to integrate all learning to be successful with a call for support as necessary. A Reading Recovery teacher strives to make the child independent from the first lesson, never doing for the child what the child can do for him/herself. This independence develops over time as the child learns to control various strategies and behaviors. The allowance of independence is truly one of the most difficult behaviors to practice.

Summary. Teachers involved in Reading Recovery training are involved in a unique model of staff development. All who participate share common experiences and become involved with their students from the beginning. Teachers learn from the process by engaging in it, becoming more discriminating as their understandings and theories become refined. Active learning is taking place.

Although our year of training is not complete, we know that it does not end at the conclusion of this school year. Reading Recovery provides on-going support for trained teachers. Sessions are designed to further collegial discussion and examine practices and theories.

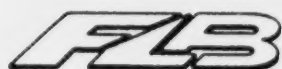
In reviewing our training to this point, we know that we will never view reading and writing in the same light again. Our theories have expanded, changed, and become part of our daily existence. Each day presents new challenges and puzzles as we, too, are students of Reading Recovery.

Need new ideas or support for your reading programs?

Follett Library Book Company has been the leader in the school library business for over 40 years. Now Curriculum Coordinators, Reading Specialists, ESL Programs and Teachers are using many of the "special bibliographies" that librarians have used to develop their collections. Some of the bibliographies from our Professional Services Division you may request are:

- High Interest/Low Reading Level
- Accelerated Reader
- Foreign Language
- Jim Trelease Read-Aloud
- Whole Language
- Critics Choice
- Silver Burdett Ginn
- Macmillan
- Scott Foresman
- Houghton Mifflin
- Holt
- D. C. Heath

We provide the publisher interest level and test each title for an accredited reading level to help assure you a title meets the "actual" reading level of a student. If you would like any "special bibliographies" or if we can be of any help, please call Seth Lansky, your Arizona Account Manager, at 602-951-2422 (collect), or use Follett's Toll-Free Number 800-435-6170.



Follett Library Book Company

4506 Northwest Highway • Crystal Lake, IL 60014
800-435-6170 • 800-852-5458 (Fax)
A Follett Corporation Company

A Principal's Perspective on Reading Recovery™

Kent Davis

As an elementary school principal, I see many programs that are supposed to be "the solution" to our education concerns. Most of these programs come and go with little impact on our students. Reading Recovery is **not** such a program. Reading Recovery has made a positive impact on students, teachers, and parents.

Two years ago, I was looking for a reading specialist who would be able to make a positive impact on students without using a pull-out program and also assist teachers in their development as teachers of reading. I was unable to find such a person. My investigations led me to Reading Recovery. The University of Arizona was beginning a program to train teachers as Reading Recovery Teachers. However, the University of Arizona was 125 miles away, and the cost of the training was beyond my budget. I shared this dilemma with my staff. They agreed to use the salary of the unhired teacher to pay for the training. Two teachers volunteered to drive to Tucson once a week to receive the training.

As we began Reading Recovery, I quickly saw a change in the two teachers who were receiving the training. One was a Reading Specialist and the other a first grade teacher. They developed a deeper understanding of reading and the strategies involved. Both agreed this was the best training they had ever received and they would trade it for all the other training they had ever had. The other first grade teachers began to notice a difference in their students. The reading skills were improving and the children were gaining a confidence in their abilities. The first grade teachers became the proponents of this program. These teachers also were improving their own teaching by attending running-record inservices and through conversations with the Reading Recovery Teachers.

Kent Davis is the principal at Desert Sage Elementary School, Deer Valley Unified School District, Phoenix, AZ. ©Davis.

I then began to see a change in the Reading Recovery students. These students were beginning to read and write. Their confidence and self-esteem were also emerging. As I walked the hallways, these students would stop me. They had stories and books to read to me and wondered when they could come up to read them. One day, a little girl who was "afraid of her shadow", never talked to me or anyone else, came up to me, grabbed my arm and pulled me 50 yards to see a tunnel that she had dug in the sand. I can attribute this new assertiveness to her success as a reader. The teachers noticed a change in these students willingness to answer questions in other subjects as well.

Finally, I noticed a change in the involvement and attitude of parents. Through their visits to the program, they gained an understanding of the reading process and were able to become a support for their children at home. As part of the teachers' training in Tucson, I had to drive a student down three times a year for the teachers to teach in front of their colleagues. Parents took off work, some without pay, so they could see what was being done with their children. Parents became a support for the school, as well as advocates for using literature and writing.

We are now in the second year of this program in Deer Valley, and I have moved to another school. The new school is also a Reading Recovery school and the training site for teachers (they no longer have to drive to Tucson). I am seeing the same benefits to our students that I observed while at Park Meadows School.

I believe in Reading Recovery for a variety of reasons. It is research-based; it affects the staff in a positive way; but most of all, Reading Recovery kids are reading! They are back into their classrooms where they maintain their reading ability. It is one program that does what it says it will do.

New CBC Publication Helps Schools, Libraries, and Bookstores Make Arrangements for Author/Illustrator Appearances

NEW YORK - A new publication entitled *Inviting Children's Book Authors and Illustrators to Your Community* is now available from the Children's Book Council. This listing is designed to smooth the way for school teachers, librarians, and others who wish to arrange for an author or illustrator appearance. The guidelines include helpful suggestions on determining a realistic budget for the visit, deciding which artists to invite, providing appropriate information to publishers, and ensuring everybody knows what is expected of them. An integral part of the publication is a directory of CBC member publishers with the name and telephone number of the appropriate person to contact to arrange for an artist visit.

Inviting Children's Book Authors and Illustrators to Your Community is four pages (8½" x 11", double-sided). Single copies are available from the Children's Book Council for a business-size (No. 10), stamped (1 oz., first class), self-addressed envelope. Write to: Children's Book Council, ATT: ARTIST VISITS, 568 Broadway, Suite 404, New York, NY 10012.

Although *Inviting Children's Book Authors and Illustrators to Your Community* is not available in multiple quantities, it may be reproduced without permission or charge for educational or cultural uses.

The Children's Book Council is a non-profit association of 66 children's and young adult trade book publishers. It promotes national and international literacy efforts and is the official sponsor of National Children's Book Week.

Personal Reflections of Teachers in Training

Marolyn Haws and Stephanie Tennille

Training in Reading RecoveryTM is similar to putting together a giant jigsaw puzzle. Each week during Reading Recovery training we're given more pieces of the puzzle, and just when we think we've got the whole picture, a new piece causes us to readjust our perceptions. Each week we ask ourselves, "Am I ever really going to be good at this?"

Even with a background of developmentally appropriate, holistic teaching, Reading Recovery is still a paradigm shift. We must accelerate each child's learning as quickly as possible building on a child's strengths to teach the strategies that particular child needs at that particular time to become an independent reader and writer.

Reading Recovery is "on the job" training, which means we are learning while we are teaching the children. We meet each week for a three hour training session. We observe two of our peers teaching a child behind a one-way glass. Our teacher leader guides us through a discussion, analyzing the components of the lesson and the strategies

used by the individual child. Going "Behind the Glass" is one of the most nerve racking and frightening times we've experienced in all our teaching career. There you are giving a lesson to a child knowing that all your colleagues are watching your every move and learning from your successes and mistakes. The last part of the class is spent reviewing, and discussing the theoretical aspects of Reading Recovery and its application in the lessons.

During the next week we try diligently to apply with our students, the things that were covered in previous classes. There are so many times you want to push a "pause" button so your students will freeze and you can call your teacher leader and say, "What do I do when my child does that?"

There are those frustrating times, when a student hits a plateau and stays there for what seems like an eternity. We question our ability as a teacher. Just when we're ready to give up, a magical moment happens. That child starts using a new strategy and is finally moving again! Then we pat ourselves on the back... we're good teachers after all!

The best thing about Reading Recovery is that for the first time after many years of teaching in the classroom and taking reading classes, we feel that we're **really** beginning to learn how to teach children to read and write! And that knowledge and challenge makes it all worth while!

Marolyn Haws and Stephanie Tennille are Reading Recovery teachers in training in the Deer Valley Unified School District in Phoenix. ©Haws and Tennille.

ARIZONA READING ASSOCIATION

Recipient IRA Award of Excellence 1991

Detach and mail to the address below or present to local council membership chair.
Make checks payable to local council or ARA if joining At-Large.

Local Council _____ Date _____
NAME _____
Address _____
City _____ State _____ Zip _____
Phone (H) _____ (O) _____
School _____
Position _____

DUES

\$5.00	At-Large
*\$5.00	Retired
*\$5.00	Students (full time) (except GSRE)
*\$10.00	Cochise, Phoenix West, Tucson Area, Yavapai, Lower Colorado, Superstition, Painted Desert, Ocotillo East, GSRE, Northern Arizona, Central Arizona, Huachuca Area, and Paradise Valley
*\$15.00	Reading Supervisors and Coordinators

* Includes membership in both the state and local council.

Mail to: JoAnn Vandine
650 Busby, No. 188
Sierra Vista, AZ 85635

Observations of First Grade Students' Reading and Writing

Kathleen McDonough

It was my privilege to participate in the Reading RecoveryTM professional development program and to work with first grade children at an alternative elementary school throughout the 1990-1991 school year. The Reading Recovery professional development program provides experienced educators the opportunity to work daily with four children on a one-to-one basis for an intensive 30 minute lesson. Participating teachers also meet weekly throughout the year to observe and discuss lessons taught behind a one-way glass. Teachers challenge their theories of learning and beliefs about the reading and writing processes, and reflect on the impact these theories and beliefs have on their ability to facilitate students' learning.

The school's mission was to provide students with an opportunity to focus on cooperative international studies and classrooms were organized on a family grouping basis. Although individual teachers facilitated literacy learning through various approaches, all students were given the opportunity to write in journals.

From the primary family groupings at this alternative school, three six year old students who had one year of school experience were selected to participate in a year-long observation study. The purpose of the study was to observe and compare the changes that

occur over time in children's reading and writing. The high and average progress students were recommended for observation by a classroom teacher. The Reading Recovery student was also recommended by his classroom teacher and selected because he ranked in the lowest 5% of his class on Clay's (1979) observation/Diagnostic Survey* tasks. (For *, see the bibliography.)

The Reading Recovery program for children is designed for those students who have had a full year of school experience in a supportive literacy environment and who have not responded to the opportunities to be involved in authentic reading and writing activities as have their peers. Clay (1991) describes a high progress reader after one year of instruction as one who operates on print in an integrated way in search of meaning. By carefully observing children as they respond to the six tasks included in the Observation Survey (Clay, 1979), students are selected to participate in Reading Recovery lessons. Students who are selected are those who are using a narrow range of strategies on text. They are not effectively integrating information from the meaning, structure, and graphophonic cue sources to read with their attention focused on meaning.

All three students were asked to do the six tasks on Clay's (1979) Observation Survey in September, 1990, and three tasks in May, 1991. Students were informally interviewed and observed in their classrooms. A portfolio of students' writing samples were collected, as were "running records" of students' readings of self-selected classroom texts. This report will describe observed change over time in individual student's reading and writing as well as compare the high progress (HP), average progress (AP), and Reading Recovery (RR) students' reading and writing.

Observation Survey Tasks

	Fall 1990		
	Reading Recovery	Average Progress	High Progress
Letter Identification (possible 54)	43	47	54
Word Test (possible 20)	0	1	20
Concepts About Print (possible 24)	9	11	19
Fall 1990 / Spring 1991			
Writing Vocabulary (10 minute time limit)	2 / 56	13 / 21	43 / 86
Dictation (possible 37)	3 / 36	18 / 28	37 / 37
Text Reading Level	A / 18	B / 6	34 / 34

Kathleen McDonough is an adjunct assistant professor with the Department of Language, Reading and Culture, University of Arizona, Tucson, AZ. She is also a teacher leader trainer for the community collaborative Reading Recovery Project, with the Department of Language, Reading and Culture, University of Arizona, Tucson, AZ. ©McDonough.

Text reading levels are only approximations of a continuum of gradients of difficulty. Text levels, as well as, descriptions of text characteristics, and examples serve as a guide in observing change over time in the books children read independently. They are not intended to suggest that children be exposed to an inflexible sequence of texts. Beginning readers in a supportive literacy environment benefit from exposure to texts that are interesting, supportive and challenging.

Reading and Writing

Reading Recovery Student

Instructional environment. The teacher for the RR student focused on word families for reading, weekly spelling tests, and daily copying activities. She indicated that she didn't work on a regular basis with the RR student's reading group and did not indicate when she last worked with his group. In December the students read one story, *The Boat*, from the Beginning to Read, Series A, Houghton Mifflin Literary Readers.

Reading. Initially, the RR student was unable to point and read "No," "No," "No" on page 8 in *Where's Spot?* by Eric Hill, Text Level A (A). [The letters and numbers reflect the book level and are presented on the figure in this article.] At mid-year when he self-selected to read *The Boat*, from his classroom, he became frustrated and asked not to have to read anymore. He did self-correct once and re-read from the beginning of the sentence once. He did not match one-to-one and ignored several lines of text. At this same time, in Reading Recovery lessons, he was reading simple sequence-of-events books where the text was not illustrated precisely and language structures varied (i.e., *The Chick and the Duckling* by Mirra Ginsburg, *Too Many Balloons* by Catherine Matthias [6]). With a supportive orientation he read these books easily. He was also noticing when what he was saying did not match the text. He would re-read to sort out a confusion or to confirm what he read, make meaningful and structurally appropriate substitutions, and self-correct.

On February 24, 1991, the RR student was reading within the average group in his class and Reading Recovery lessons were discontinued. He was reading conventional stories that used varied sentence patterns, literary language, and specialized vocabulary for some topics. While oral language structures appeared in dialogue, these stories used predominantly written language structures (i.e., *The Very Busy Spider* by Eric Carle, *Where Are You Going, Little Mouse?* by Robert Kraus [14]). At the end of the year the student was reading stories with well developed episodes and extended descriptions of the characters. While illustrations in such books enhanced the enjoyment of reading the story, they provided low support for the reading of the text (i.e., *Little Bear* by Else Holmelund Minarik, *The Doorbell Rang* by Hutchins [18]). This student was initiating his own problem solving on novel text and worked independently and persistently to construct meaning.

When asked how he learned to read, the RR student answered, "You." He then smiled and said, "Me". When he came to a hard part, he said, "I'd ask someone, try to figure it out, or keep going back to the beginning."

Writing. The Writing Vocabulary and Dictation tasks indicated that the RR student wrote two words using both upper and lower case letters. He identified two initial sounds (i.e., 'b' for bus and 'k' for coming), and wrote 'DKBS' for stop. He moved from left to right for the first words of the dictated sentence and attempted to write the remainder of the words sequentially in a vertical column.

1 2
3
4

During initial sessions *Hot Rod Harry* by Catherine Petrie was selected for a 'read to' and then a 'shared reading' experience with the student. After four Reading Recovery sessions he wanted to make his own *Hot Rod Harry* book. In an interactive writing situation, he contributed the underlined in his story, HOT Rod HARRY likes to wear BLUE glasses.

The RR student enjoyed writing books and added a page a day to his stories during Reading Recovery lessons. He wrote one book about the Teenage Ninja Mutant Turtles. His contributions to the story are underlined.

"We'll get Shredhead," said the Ninjas.

Meanwhile, The Turtles were mad and they wanted Master splinter.

This is Michaelangelo when he gets hurt.

This is Michaelangelo when he got hit.

Raphael is taking a hot bath.

When Reading Recovery lessons were discontinued the RR student initiated stories, heard sounds in words in sequence

(i.e., dug, gold, things),
1 2 12 3 123456

and used adequate spacing for word and line boundaries. At the end of the year, he wrote 56 words fluently in a 10 minute time period and was self-monitoring the use of lower case letter within words. His classroom journal entries evidenced that he was constructing meaningful stories, using appropriate spatial concepts, and was willing to use temporary (invented) spellings to convey his messages.

Average Progress Student

Instructional Environment. The average progress and high progress students were in the same classroom. Their teacher indicated that she worked with each student ½ hour per week on an individual basis. Students in her class self-selected books and read silently for ½ hour each day. They also wrote for ½ hour a day, three days a week.

Reading. At the beginning of the year, the AP student pointed and read "No," "No," "No" on page 8 in *Where's Spot?* by Eric Hill. When she read *At The Zoo*, she did re-read to confirm what she had read and searched the structure of sentences in an attempt to integrate information from various cue sources. When she was not satisfied with her attempts to make what she was saying match the text, she invented a meaningful story based on the illustrations.

In December, the AP student selected to read *Mary Wore a Red Dress*, Houghton Mifflin Literary Reader A, from her classroom. The pictures are very supportive of this patterned language text. Although she needed to be given the names "Ben" and "Henry," she read the selection easily. It was interesting that the AP student selected the same story, *Mary Wore a Red Dress*, to be read at the end of the year. She said, "I don't have to look at this," and she repeated the story without looking at the text. However, she was frustrated when she read *Boo Bear and the Kite*, Houghton Mifflin Literary Reader B. Although the AP student did re-read, monitor, and self-correct at the word level, her primary strategy when she came to a point of difficulty was to skip the word. Several times she said, "That didn't make sense. I'm going to skip that."

At the end of the year the AP student read *Dave's Tricks* (6) and did not self-correct. During all of her readings she read word by word and exhibited many hesitations. This lack of fluency made it difficult for her to understand and maintain the meaning of the story. Although she did monitor her comprehension when she would say, "That didn't make sense," she was willing to continue reading without problem solving to construct meaning.

Writing. Initially, the AP student wrote 13 words using all capital letters on the Writing Vocabulary task. On the Dictation task she was able to analyze words and recorded letters for 17 sounds that she heard. She also moved from left to right and demonstrated a return sweep. She did not consistently use space to signal the end of one word and the beginning of another.

At the end of the year, the AP student wrote 21 words in a ten minute time period and recorded letters for 28 sounds on the Dictation task. She consistently used space to signal the end of one word and the beginning of another on both the Writing Vocabulary and Dictation tasks. In her classroom, her journal entries also evidenced a sense of word boundaries. She was copying as well as initiating some use of temporary spelling (i.e., 'BeKos' and 'B Kos' for because).

During her interview at the end of the year, the AP student said that her Mom taught her some words that she could read and write. When she came to a hard part she said, "I just skip it or I go up to someone and they read the whole thing." "If something doesn't make sense she said, "I just do nothing about it."

She said, "I feel like I'm a little good at reading but I'm not. I'm very good to my teacher but I can only read little words. I don't believe it when she says I'm good at it."

High Progress Student

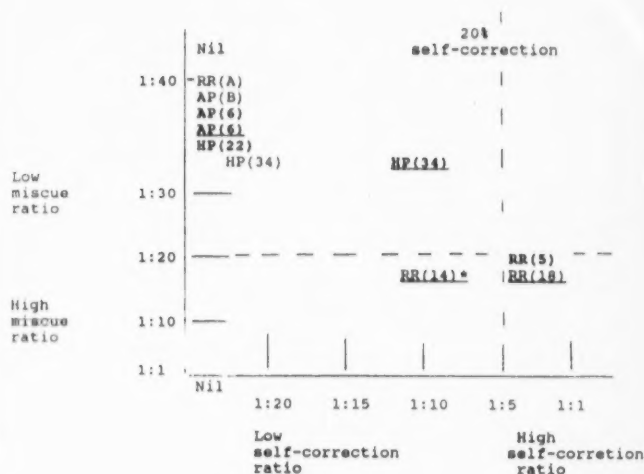
Reading. In the Fall, on the Observation Survey the HP student read stories written at approximately the eighth grade level. She read without hesitation even when substitutions resulted in nonsense words. She did re-read twice and self-corrected once. When asked what this story was about she summarized by saying, "A robot wanted to know how a piano could play." At the end of the year, the HP student read more fluently. She re-read more frequently at a point of difficulty in order to search the meaning of the story and the structure of the sentence to self-correct.

Writing. The HP student wrote 43 words and the dictated sentence correctly on the initial Observation Survey. Some initial sounds were written with capital letters but she consistently used lower case letters in medial and final positions. She exhibited correct directional patterns and spaces between words.

During the end of the year Observation Survey tasks, the HP student wrote the dictated sentence correctly. She used capital letters to begin sentences and ended each sentence with a period. On the Writing Vocabulary task she wrote 86 words fluently. When prompted to write 'look', she then wrote 'looked'. She also wrote 'play', 'plays', and 'playing'.

Comparative Summary

Reading. The following chart reflects these students' reading behaviors at the time of the initial Observation Survey (RR), in the classroom or Reading Recovery selection (AP) at mid-year, the Observation Survey (RR*) at the time Reading Recovery lessons were discontinued, and on the Observation Survey (HP) at the end of the school year.



The RR student exhibited low effort and little processing of information for cue sources on the text reading during the initial Observation Survey and on his mid-year text selection from his classroom. He actually decreased his search because his choice was not a close fit to the actual text (i.e., when miscues were based on visual information only he did not continue to search and lost the meaning of the story). However, on the Reading Recovery Text Level 5 he efficiently processed information from all cue sources (i.e., when a miscue was meaningful and structurally appropriate he would re-read and use visual information to self-correct). Because the student's choices were meaningful, a closer look resulted. At the time Reading Recovery lessons were discontinued and at the end of the year this student exhibited a high level of independence and persistent problem solving on novel and difficult text through Text Level 18.

Initially, the AP student exhibited an ability to notice miscues and to self-correct on difficult text. At mid-year, on higher level text the student read with increased accuracy yet did not display efficient processing of information from cue sources. The student appeared to stop further searching when miscues occurred.

She said, "I might have a little bit of a problem," before reading a selection. She also said, "This always confuses me," or "I don't know it."

At the end of the year, the AP student was reading Text Level 6. Although this student was identified as average at the beginning of the year, she did not read within the average range of her class at the end of the year. Although she monitored, searched, and self-corrected, she did not do so consistently or with concern for meaning. She was not aware of what she knew and did not know how to systematically and strategically problem solve on novel text. In most instances she acknowledged and accepted inappropriate substitutions or skipped words.

Writing. At mid-year, in writing, all students evidenced the directional principle and the letter sequencing principle. It was doubtful whether the RR and AP students really acknowledged the value of space between words at that time. Although the RR student self-initiated appropriate spacing during the Reading Recovery lessons, this was not consistently observed in the classroom. Classroom copying and self-generated writing activities exhibited improved but not consistent letter formation and use of lower case letters.

At mid-year, the AP student extended a repetitive pattern 'I like' to generate several new sentences. A mid-year sample of classroom writing showed her attempt to express new ideas using temporary spellings:

I LIKE MOM I LIKE DAD
 I LIK TO FAH (I like to fish.)
 I LIK TO SYAM (I like to swim.)
 (I like to catch butterflies.)
 I LIK T BTR F L I Z Z @ @

Her end of the year journal entry indicated that word boundaries were clearly established. However, the strings of letters she wrote were not sufficient to convey the intended message. The 'I like' pattern in the earlier journal entry may have provided the necessary structure for the AP student to attempt temporary spellings and convey a message.

As discussed previously, the RR student's journal entries at the time Reading Recovery lessons were discontinued and at the end of the year evidenced that he was constructing meaningful stories. He used appropriate spatial concepts and was willing to use temporary spellings to convey his messages.

The HP student's end of the year journal entries demonstrated an ability to convey a message in a thoughtful and sequential manner. In her story on 'Mexico' she was able to give information as well as share personal thoughts and experiences.

Conclusion

At the end of the year, the Reading Recovery (RR) student was functioning within the average to high average range in his class. His focus was on the construction of meaning in both reading and writing. His classroom teacher commented that he was helping other students with their reading and journal writing. She viewed him as a responsible, independent, and successful learner.

In contrast the average progress (AP) student was not functioning within the average range in reading or writing. She did not appear to

make average progress. Although she continued to try, she read word by word and without understanding. She lacked the strategies to problem solve on text in a systematic way. Although she did not view herself as a good reader, she indicated that her teacher thought she was successful.

During the year, the high progress (HP) student became more fluent in both reading and writing. She constructed meaning in both stories read and self-initiated journal entries.

Although this study is limited in the number of students observed, similar observations were made by other educators participating in the Reading Recovery professional development program. Consistently, RR students made accelerated progress and were reading and writing within the average range of their classes at mid-year and at the end of the year. However, unique to this study, the AP student was not observed to make average progress as measured by the Observation Survey tasks, self-selected classroom text reading, and journal entries.

Bibliography

- Carle, E. (1984). *The very busy spider*. Philomel.
- Clay, M. (1992). *Becoming literate: The construction of inner control*. Boston: Heinemann.
- Clay, M. (1979). *The early detection of reading difficulties*. Boston: Heinemann.
- * Clay has indicated that in the revised edition of *The early detection of reading difficulties*, to be published in 1992, the Diagnostic Survey will be renamed the Observation Survey. Clay suggests that the term observation is more reflective of the purpose of the survey.
- Ginsburg, M. (1972). *The chick and the duckling*. Macmillan.
- Hill, E. (1980). *Where's Spot?* New York: G. P. Putman's Sons.
- Hutchins, P. (1986). *The doorbell rang*. New York: Mulberry Books.
- Kraus, R. (1987). *Where are you going, little mouse?* Greenwillow.
- Matthias, C. (1982). *Too many balloons*. Chicago: Children's Press.
- Minarik, E. H. (1957). *Little bear*. New York: Harper and Row.
- Peek, M. (1985). *Mary wore her red dress*. Claion.
- Petrie, C. (1982). *Hot rod Harry*. Chicago: Children's Press.

CHILDREN'S AUTHOR/ILLUSTRATOR NETWORK 1992

APRIL 20 - 25, 1992: John Bianci, Canadian author/illustrator/TV star available for library and school visits. Call John Murr at 948-2425.

If your library or group has a CONFIRMED author or illustrator visit planned, please call Cathy Bonnell at 866-5165 with the information. Many times additional appearances can be scheduled and expenses shared.

CSR, Children's Services Roundtable

A Strategy to Promote Main Idea Comprehension

Lane Roy Gauthier and John Bishop

In reading, being able to identify the main ideas of an author is an indispensable skill which must be taught to students. Determining the main idea of a paragraph or a longer segment of writing, however, can be a difficult undertaking, even though the text appears to be relatively simple (Baumann, 1983). One of the reasons for this difficulty is the varying interpretations of the main idea concept (Cunningham & Moore, 1986). In order to ameliorate these problems, strategies with specific (rather than theoretical) suggestions must be employed. The purpose of this short article will be to provide reading teachers with such a strategy.

Steps for Identifying Main Ideas

1. Read the title of the section in which the paragraph is located, or read the title of the entire unit of text which is to be covered. (Note: Not all materials are arranged in the same manner. Some will have only one heading at the very beginning of the unit of text, and others will have numerous subheadings, possibly even one for every paragraph or two. Convey to the students that they must be flexible, and make use of however much or however little information is provided by way of titles and subheadings).
2. Skim the entire paragraph or the entire unit of text which is to be covered. (Note: The students should be made aware that skimming involves a particular type of activity. Harris & Sipay (1985) refer to skimming as "...superficial, rapid reading to get a general overall impression").
3. Read the paragraph or unit of text. (Note: After the skimming has been completed, the students will be directed to go back to the beginning of whatever material is to be covered (either a paragraph or a longer unit). Now they are to read the material in the normal manner and at the normal rate they usually read. When encountering points of specific interest, the students should be encouraged to stop, ponder, reread, or even jot a few thoughts in a notebook).
4. Identify the topic of the material covered. (Note: Here, the students should be instructed to complete the following sentence with anywhere from 1-3 words: The reading that I just did was about _____").
5. Identify the sentence that states the main idea (if there is such a sentence). (Note: The teacher should expect the task to become increasingly difficult at this point. Many students find it perplexing to differentiate between the topic of a selection and the main idea of a selection. To assist them, say the following: "Now that you have identified what the reading was about, we have to go a step further. What is the most important thing about that topic that is being said, and can you find a sentence in the passage that says this?").
6. Write down the sentence containing the main idea. (Note: If a clear-cut sentence can be found which expresses the main idea, the students will be instructed to write it down in their notebooks).
7. If there is no sentence containing a main idea, read the material again, and write down what you identify as the main idea. (Note: The students should be told that not all reading material will contain specific sentences which contain the main ideas. When such situations are encountered, the students should be encouraged to take the initiative of formulating their own main idea statements).
8. Skim the paragraph or the longer unit of text again. (Note: In this last step, the students should be instructed to skim the material again to see if they are still comfortable with what they have chosen as a main idea. At this point, changes may be made if the students think they are necessary. Discussion should take place among the teacher and students in order to exchange and clarify the results of the activity).

In any type of instruction involving main idea identification, the teacher should make it clear to the students that some written material will have no main idea. For example, an author may take an entire section of a chapter to describe the concept of "promontory." Quite possibly, only some distinctive characteristics may be enumerated, without any particular mention or allusion to a main idea or theme. Students should be given practice with this type of material also, so as to be able to distinguish it from units of texts where main ideas can be identified.

As mentioned earlier, the identification of main ideas when reading informational material is a difficult task for any student. Reading teachers should use their creativity and intuition to continue to formulate strategies which help to make this task easier for students. Hopefully, this short article has made a modest contribution in that direction.

References

- Baumann, J. F. (1983). Children's ability to comprehend main ideas in content textbooks. *Reading World*, 22, 322-331.
- Cunningham, J. W., & Moore, D. W. (1986). The confused world of main idea. In J. F. Baumann (Ed.), *Teaching main idea comprehension* (pp. 1-17). Newark, DE: International Reading Association.
- Harris, A. J., & Sipay, E. R. (1985). *How to increase reading ability* (8th ed.). White Plains, NY: Longman.

Dr. Lane Gauthier and Dr. John Bishop are assistant professors of education in the department of curriculum and instruction at the University of Houston, Houston, Texas.



ONE MOMENT CAN CHANGE THE WORLD

*Just how precious is each moment
That you spend with a child,
Should it be squandered and wasted
Then unceremoniously filed?*

*If that moment would make the difference,
If that decision should be made,
If you could change the future
For one child who is afraid,*

*Then shouldn't you seize the opportunity
To learn what you could,
To strengthen your caring teaching,
To validate the intuitive good?*

*For don't we help invent each next generation,
Help them fulfill their dreams,
Shouldn't we examine our misconceptions
No matter how insignificant they might seem?*

*So, just how significant is your teaching?
How critical are the things that are done?
Which moment will touch which young child
And doesn't each child deserve at least one?*

*Shouldn't we then love to learn
And to sharpen our pedagogical aim?
For if one moment can make a difference,
Then teacher, your world may never be the same.*

Sigmund A. Boloz
1992





This program celebrates everything wonderful about reading and teaching and being a kid.

Celebrate Reading! isn't just a clever name. It's a feeling, a belief, a charge we want to pass on to a whole new generation of teachers and kids. Through unadapted literature, special anthology sets, age-appropriate book sizes, covers, and themes—this program invites all kids to celebrate the magic and poetry of words and stories.

It encourages children to appreciate their unique backgrounds and cultures.

It inspires you to enjoy teaching like never before.

Join the celebration! Call toll-free 1-800-554-4411 for details.



Literacy Matters In Arizona

Sharon Arthur Moore and David W. Moore

The power of mystery novels to foster thinking skills became clear to us when our two children began assuming the identity of fictional detectives and solving everyday problems. Assuming the roles of "Sherlock" John and Kevin "the Great," the boys used some remarkable logic when searching for misplaced toys and clothes. They questioned us about where we have last seen the items. They thought through possibilities of where the items might be and changed their hunches when new evidence was discovered. Their abilities to anticipate and make sense of regular story events also seemed connected to their experiences with mysteries. This carryover to new situations, this transfer of training to conditions that do and do not involve literacy, is a big reason for our touting mysteries as a valuable source for higher-order thinking and strategies.

We wondered how reading and listening to mysteries influenced our boys' problem-solving abilities. One explanation was that reasoning abilities were made explicit in a very natural way. As we set out together to solve a mystery in a book, we were on a more equal footing with the children than with some other reading tasks. We did not already know "whodunit," so we had to start from scratch putting together pertinent information as the story unfolded. The boys and we candidly shared our thinking processes as we talked about the relevance of clues. The mysteries also had an emotional effect. Matching wits with the mystery characters was fun. It was satisfying to fully engage and finish problems and compare our logic with the detectives'.

It made sense, then, for us to try out mysteries with students. When we introduce mysteries to a classroom of students, we use the overhead projector or a chalkboard to map out the story events and possible clues. We note potentially relevant information and its possible implications. We predict what we might encounter. We look for patterns. This kind of "thinking aloud" is compatible with what the strategic thinking experts have been advocating for years. Children get multiple models of how thinking works with materials of interest.

If you want to try mysteries with your students, begin with very easy ones. Select books that provide sufficient clues so that the children initially solve the mysteries somewhat easily. As your class becomes more sophisticated with mysteries, eventually move to those that only the book's detective could solve. When you reach these, ask the children why they were so difficult.

A number of authors have written series of children's mysteries. Ask your librarian to help locate mystery titles and authors. The following names are a good starter set of series authors:

Sharon Arthur Moore and David W. Moore are associate professors of Curriculum and Instruction in Reading Education at Arizona State University-West. Reader responses to their column may be sent to Sharon Moore or David Moore, Education & Human Services, Arizona State University-West, P.O. Box 37100, Phoenix, AZ 86059-7100.

David Adler
Crosby Bonsall
Mary Blount Christian
Patricia Reilly Giff
Lucinda Landon
James Lawrence

Elizabeth Levy
Kin Platt
Robert Quackenbush
Marjorie Weinman Sharmat
Donald Sobol

After children solve several mysteries, you can have them analyze the structure of this genre in preparation to writing mysteries on their own. A good article to help you do this is by Wilde and Newkirk (1981) in *Language Arts*. In this article, the authors describe how children were immersed in mystery stories so that they could begin to recognize the components of that form. The elements of mysteries were identified and listed so the children knew how they are constructed. Wilde and Newkirk then go on to describe a process by which children are led to construct their own mystery stories. The process of listening to, reading, planning, and writing the mysteries takes several weeks, but it will be an engrossing time for the children and you. And just think of all the comprehension and composition strategies children will be using! If you need further support for trying mysteries, compare the strategies used during a mystery unit with the Language Arts Essential Skills list from the Arizona Department of Education.

A mystery unit is also a good way to allow children to practice cooperative learning skills you have been teaching. Helping one another to identify a reasonable mystery idea can be a group task that focuses on positive interdependence and the use of interpersonal skills. As they read and react to one another's drafts they continue building those skills while developing individual accountability. Multiple opportunities to use these cooperative learning skills in interesting projects should ensure that students grasp how to work together in constructive ways.

Mysteries hook kids on reading, writing, and higher-order thinking. Use them in your classroom and then don't be surprised if you start to see children walking around with two baseball caps on, bills facing opposite directions, making notes, as they search for real-life mysteries to solve.

Reference

- Wilde, J. & Newkirk, T. (1981). Writing detective stories. *Language Arts*, 58, (3), 286-292.



Featured speakers
Sheila Valencia
Dorsey Hammond
Joyce Buckner
James Walker
Jerry Mallet



celebrate arizona's reading communities



Donna Kauffmann 1-92

**ARIZONA READING ASSOCIATION
STATE CONFERENCE
OCTOBER 23-24, 1992
CASA GRANDE, ARIZONA**

Arizona Reading Association 1992 State Conference October 23-24, 1992

Tentative Agenda



Friday, October 23, 1992

7:30 am - 5:00 pm	Registration
8:00 am - 5:00 pm	Exhibits Open
8:30 - 9:30 am	First General Session (Major Speaker)
9:30 - 10:00 am	Break, Browse Exhibits
10:00 - 11:00 am	Breakout Session No. 1
11:15 am - 12:15 pm	Breakout Session No. 2
10:00 am - 12:15 pm	Two Hour Breakout/Workshop Session No. 1
12:30 - 2:00 pm	Luncheon (Major Speaker)
2:30 - 3:30 pm	Breakout Session No. 3
3:30 - 4:30 pm	Second General Session (Major Speaker)
5:00 pm	Exhibits Close
6:00 - 8:00 pm	Dinner (Major Speaker)



Saturday, October 24, 1992

7:30 - 9:00 am	Registration
8:00 am - Noon	Exhibits Open
8:30 - 9:30 am	Third General Session (Major Speaker)
9:30 - 10:00 am	Break, Browse Exhibits
10:00 - 11:00 am	Breakout Session No. 4
11:15 am - 12:15 pm	Breakout Session No. 5
10:00 am - 12:15 pm	Two Hour Breakout/Workshop Session No. 2
12:00	Exhibits Close
12:30 - 2:00 pm	Luncheon (Major Speaker)

PREREGISTRATION

Name _____
 (Please print or type)
 Address _____
 City _____ State _____ Zip Code _____
 School District _____



October 23-24, 1992

Full Conference:

ARA Member
 Non-Member

\$35 _____
 \$40 _____

One Day:

ARA Member
 Non-Member

\$30 _____
 \$35 _____

Friday _____
 Saturday _____

Meal Functions:

Friday Luncheon
 Friday Dinner Western Night
 Saturday Luncheon

\$12 _____
 \$19 _____
 \$12 _____

Meals limited to the first 300 applicants.

ONSITE REGISTRATION IS AN ADDITIONAL \$5.00 AND WILL NOT INCLUDE MEAL FUNCTIONS.
 PREREGISTRATION ENDS SEPTEMBER 21, 1992.

Official Conference Clothing

T-Shirt:

M _____ L _____ XL _____ XXL _____

\$10 _____

Conference Necklace:

The necklace is made up of the figurines
 from the conference logo.

\$22 _____

The T-shirt and necklace will be reserved and
 available at registration check in.

State Pin / Magnet:

\$2.50 _____

Bolo Tie:

\$10 _____

To receive the T-shirt and necklace before the
 conference there is a postage charge.
 Please indicate below if you wish to receive
 the items before the conference.

T-Shirt/with postage for mailing included

\$15 _____

Necklace/with postage for mailing included

\$27 _____

Total Due: _____

There is a discount for ten or more participants from the same district. The participants involved will pay only member price for the conference. All registration forms must be in the same envelope.

REFUNDS: There will be no refunds after October 1, 1992. There will be a \$5.00 processing charge retained on all cancellations. Refunds will be issued after the conference.

Make check or purchase order/PO No. payable to CARC Conference. Send preregistration form and checks to:

Joanne Sullivan
 901 N. Gilbert
 Casa Grande, AZ 85222

For Hotel Reservations See Next Page



Francisco Grande

RESORT & GOLF CLUB

THE FRANCISCO GRANDE RESORT & GOLF CLUB is located in the heart of the great Southwest. Midway between Phoenix and Tucson; just five miles west of downtown Casa Grande.

From Phoenix: Take I-10 east. Exit 185, Casa Grande. Bear to right and continue nine miles (Pinal Ave.). Turn right at Route N. 84 on Gila Bend Highway. The resort is five miles on the right.

From Tucson: Take I-10 west. Exit 194, Florence Blvd. Continue through town. Will turn into Route No. 84, Gila Bend Highway. The Resort is five miles west of town on the right.

Guest accommodations include comfortable Patio rooms, spacious Tower rooms with balconies and spectacular golf course and desert vistas. The Resort offers a 18 hole PGA championship golf course, tennis courts, heated swimming pool, volleyball, horseshoes and croquet.

GROUP NAME: Arizona Reading Association Conference

NAME: _____

ADDRESS: _____

TELEPHONE: _____

DATE OF ARRIVAL: _____

DATE OF DEPARTURE: _____

TYPE OF ACCOMMODATION REQUESTED:

(Please mark one)

Patio Rooms: _____ \$45.00 (One King or Two Twin Beds — Limit Two People)

Tower Rooms: _____ \$60.00 single or double occupancy

_____ \$67.50 triple occupancy

_____ \$75.00 quad occupancy — (One King or Two Double Beds)

ALL RESERVATIONS MUST BE GUARANTEED BY CASH DEPOSIT, CREDIT CARD OR PURCHASE ORDER. VISA _____ A.E. _____ EXPIRATION DATE: _____ CARD OR P.O. NUMBER _____
 SIGNATURE _____

PLEASE RESERVE YOUR ROOM BEFORE: **October 1, 1992**

PLEASE MAIL TO: FRANCISCO GRANDE RESORT & GOLF CLUB
 26000 GILA BEND HIGHWAY
 CASA GRANDE, AZ 85222

YOUR RESORT REPRESENTATIVE IS: **Barbara Wenning**

Humor In The Classroom: Can Teachers Use It With Class?

Dr. Larry Barron

The famous author, E. B. White, once noted that "analyzing humor is like dissecting a frog. Few people are interested and the frog dies of it." Why, then, am I writing an article on using humor in the classroom? The answer is simply this: contrary to Mr. White, many people ARE interested in humor, and its effective usage in the classroom can make your job more gratifying, and the students' learning more motivated and efficient! These are strong claims, but will be supported not only by research, but also by teachers' comments. We will first take a brief look at the term "humor" and its connotations; this will be followed by an examination of some of the relevant theories of humor. We will then describe some "Do's" and "Don'ts" in using humor in the classroom, and finally we will discuss some ways to incorporate humor into your classroom.

What Is Humor, Anyway?

The origin of the word "humor" goes back to the ancient Greeks. Hippocrates discussed his theory of the four bodily humors (or fluids): blood, phlegm, yellow bile and black bile. Having too much of one type of fluid was thought to cause different personality types. Even though psychologists don't put too much stock in this theory anymore, we still retain the vestiges of his ideas in our vocabulary — for instance, we still refer to people as being "sanguine" or "phlegmatic" (McGhee, 1979, pp. 4-5).

Gradually, the term humor began taking on more of a psychological slant (we still refer to people as being in a good humor or an ill humor), until the current meaning of the term came into usage. Even today, though, there is confusion regarding the word. For example, some see humor as a stimulus, in the forms of jokes, cartoons, and riddles. Others see humor as behavioral response, in terms of how much they laugh or smile. Yet others see humor as a frame of mind (e.g., a humorous person is a person who is usually in a good mood). Finally, some regard humor as representing "all of the above," whereby they have a sensitivity to, or an appreciation of, the ludicrous, the absurd, and the incongruous.

Theories Of Humor

Although dozens of theories of humor exist (see, for example, the ones discussed in Piddington's *The Psychology of Laughter*), we will discuss three of the more relevant ones here. The first theory is superiority theory, where basically we laugh at the misfortunes of others. The idea is that they look silly or stupid, and we laugh because we feel superior to them (McGhee, 1979, p. 22). This theory accounts for the unfortunate plethora of put-down jokes and ethnic jokes. As Mark Twain put it, "Everything is funny as long as it happens to someone else." An example of this type of humor is the following: "Did you hear about the dumb terrorist who was told to blow up a bus? He burned his lips on the exhaust pipe." Teachers need to be very careful in their usage or condonement of this type of humor.

The second major theory is tension-relief theory, which states humor can serve as an anxiety-releasing function (McGhee, 1979, p. 20). Here is an example: "A man was getting ready to be shot by the firing squad. When he was offered a chance to smoke his final cigarette, he declined, saying, 'No, thanks; I'm trying to cut down.'" One practical application of this theory is to incorporate humor on exams.

The third major theory comes from cognitive psychology, and is called the incongruity-resolution theory. In this perspective, jokes are processed in two steps. The first step is to perceive an incongruity — something about the punchline should be unexpected or surprising. The second step is to resolve the incongruity, or to make sense of the surprising elements (Suls, 1972, p. 82). Here's a joke as an example: "A little old lady went for a tramp in the woods, but he got away." The humor revolves around the two meanings for "tramp," and resolution occurs when the person has "gotten" the joke.



"I see the bag lunch vs.
cafeteria food debate
is still raging."

Larry Barron is Professor of Psychology in the Department of Psychology, Grand Canyon University, Phoenix, AZ.

Using Humor in the Classroom (Some DO'S and DONT'S)

There are many reasons for using humor in the classroom. Zillmann has found that children learn better and remember more when lessons are mixed with laughter (Goodman, 1989). Humor may help to keep children's attention more focused on the material; in addition, if students know the teacher will throw in a joke now and then, they will need to pay attention so they won't miss anything. Another reason for using humor is that students prefer humorous over nonhumorous presentations — Check (1986) found that over 99% of all students wanted humor incorporated into the teachers' repertoire. Check also found that a teacher's sense of humor was rated by students to be in the top five on a list of desired characteristics a teacher should have.

Many professionals feel that humor can best be integrated into the reading curriculum. For example, Durrell (1956) feels that humor should be incorporated because it is "motivational, provides balance, encourages cooperation, relieves dullness, and encourages discussion." Whitmer (1986) believes humor has educational value because its interpretation requires insight and thinking skills. Specifically, Whitmer states that humorous literature may encourage critical thinking in three areas: "detecting the author's purpose, inferencing and evaluating content."

Colwell and Wigle (1984) also endorse the use of humorous literature in the classroom. They believe that humor "can enhance the retrievability of information by providing distinctive, easy-to-remember retrieval cues that can be stored with any material to be learned." Furthermore, the authors state that humor allows material to be structured in unique and unusual ways, and this structuring helps students to make the needed associations among ideas to promote effective learning. Humor can also increase arousal by introducing novelty and conceptual incongruity (for example, through riddles). Colwell and Wigle conclude that the use of humor in classroom curricula "is supported by the positive influence and cognitive benefits that students receive."

Despite these (and other) benefits, humor is seen by some as a "stick of dynamite" (Wandersee, 1982) — it must be used carefully, or it could blow up in your face. For example, Bartusek (1984) reports research that recommends that no more than five minutes of humor should be used in an hour's time; "more than five minutes per hour...tends to have a negative effect on learning." Some teachers report that if they start using humor, students see this as a sign to quit learning or start goofing off (e.g., Sudol, 1981). Other students don't know when to cease, or they may carry the joking too far (sometimes past the bounds of good taste).

Despite these caveats, humor can be used effectively. Here is a list of "DO'S" that I pulled from the literature.

Use humor to:

- 1) Be an icebreaker (humor is seen as a way to relax people and put aside fears and tensions) ("Facets," 1986).
- 2) Build cohesion, trust and warmth in a group. Civikley (1986) states that a supportive relationship should be established first, and Kahle (1983) recommends the use of nonracist, nonsexist humor.
- 3) Make students socially conscious of human values. For example, Weiss (1981) gets students to ponder on humorous quotations, and gets them to reflect on what comes to mind.
- 4) Arouse curiosity and interest in the topic (Wlodkowski, 1985).
- 5) Increase motivation (Cornett, 1986; Gray, 1981).
- 6) Increase attention spans (Cornett, 1986).
- 7) Increase listening skills and improve communication ("Facets," 1986).
- 8) Enhance risk-taking (in a safe environment!) ("Facets," 1986).
- 9) Increase creativity (Cornett, 1986).

10) Enhance flexible, critical and independent thinking skills (Whitmer, 1986).

11) Enhance a comic vision of life (we as teachers need to be open to the silly, the insane, the ridiculous — let's learn not to take ourselves so seriously) (Wlodkowski, 1985).

12) Reduce tension (especially on exams) (Colwell, 1981).

13) Soothe difficult moments (Cornett, 1986).

14) Help students develop a positive attitude and self-image (Cornett, 1986).

15) Increase the quality AND quantity of students' reading (Cornett, 1986).

16) Reinforce desirable behaviors (Cornett, 1986).

17) Talk about local topics to which the students can relate (Sacken, 1991). In one of my classes, I "got my tangtongued" as I said, "Luther — that's Martin, not Lex — nailed his theses to the door of the church in Wickenburg." The class howled at my error (that's clearly a gaff that would be funnier in Arizona than elsewhere), and I burst out laughing, too. I followed that up with, "That was during his little-known American tour." The point is to not only make use of topical humor, but also to learn to laugh at oneself!

18) Promote psychological health and well-being. Andersen states that laughter is a form of mental jogging — it stabilizes blood pressure, oxygenates the blood, and stimulates circulation. He recommends 15 "good belly laughs" a day, and also affirms that we all need to learn to laugh at ourselves (Bartusek, 1984).

In addition to these positive tips, there are also cautions to keep in mind. Thus, I present a list of "Don'ts."

Don't use humor to:

1) Mock, humiliate or embarrass (avoid sarcasm at all costs!). I should note that one author, Sudol (1981), states that there are occasions when it can be used — to defuse embarrassing situations, but even then, only when the teacher and student are in good moods and when they know each other well. He believes that it can be used gently, without malice. Most other researchers disagree and may see the sarcasm as offensive or insulting ("Facets," 1986).

2) Make people defensive ("Facets," 1986).

3) Disparage yourself. While it is good to be able to laugh at yourself, this type of humor used in front of students can weaken your credibility and effectiveness (Wandersee, 1982).

It seems evident that the benefits of using humor far outweigh the disadvantages; nevertheless, caution and common sense must prevail as to when, where and how much humor should be used. Now let us take a look at specific techniques suggested by researchers and teachers.



Ways To Incorporate Humor Into Your Classes

Colwell (1981) has a list of 11 specific suggestions:

1) Photographs: take a photograph to class of some unusual event/situation/ facial expression and have students add a one-line humorous caption.

2) Advertisements: have students invent humorous slogans. Another author, Phelan (1986), suggests fake advertising campaigns using literary characters (e.g., Huck Finn to model Calvin Klein jeans, or Miss Havisham to sell Duncan Hines cakes).

3) Cartoons: have students supply new captions.

4) "Dear Abby" types of problems: have students compose humorous replies to advice column letters. Colwell suggests using relevant problems for that particular age group. Otto (1986) suggests a similar strategy.

5) Punning contests: choose a topic and have "pun-offs."

6) Reading centers: provide reading centers of humorous materials (magazines, stories, books). Colwell suggests that teachers start with humorous magazines (e.g., *Mad* or *Cracked*) with younger audiences, and advance to more sophisticated literature with older students (e.g., Twain or Harte).

7) Parodies of TV shows, movies and books: have students work in small groups to compose a script that's a parody of a TV show. Mitchell-Dwyer (1981) has had her students write an updated version of *The Merchant of Venice* (called *The Merch*) and a new version of *The Taming of the Shrew* (called *Shrew Wars*).

8) Humor diaries: have students keep a 2-week diary of their favorite jokes from TV, magazines, peers, etc.

9) Talking pictures: students take their own photographs of funny road signs, storefronts, marquees and add humorous captions.

10) Teacher's turn: teachers should take 5 to 10 minutes each week to read something humorous to the class.

11) Plays: have students recall a funny incident that happened to them, and write it up as a dialogue.

In addition to these suggestions, other authors suggest the following:

12) Humorous quotations: analyze for content and meaningfulness (Weiss, 1981) (e.g., Groucho Marx's "I wouldn't join any club that would have me as a member").

13) Riddles and jokes: in primary grades, these can be used to enhance the multiple meanings of words; in the older grades, more sophisticated riddles (such as "hink-pinks") can be used. A "hink-pink" is a rhyming, humorous definition of a word: for examples, "bad dad" is a naughty kid who grows up, "truce juice" is a peace treaty drink, and "strategy tragedy" is where a general makes a fatal mistake in his war plans (Geller, 1981).

14) Games, puzzles and brain-teasers: all of these can be integrated with your content (Leinhardt, 1986).

15) Test anxiety: place at least one humorous item on each test. I conducted my own "mini-study" in a Tests and Measurements class (admittedly, a course that is in desperate need of humor!). I added humorous names (e.g., Bill Board, Rose Busch, Pete Moss, Phil O'Dendron) and funny course names (e.g., Underwater Basketweaving 101) to test items, and asked students to respond to some questions. First, I asked the students to tell me if the humor "helped, hindered, or had no effect" on their a) concentration and b) performance. Of the 21 students, 17 said it had no effect on their concentration, three said it helped and one said it hindered. My next question was, "Would you like to see humor on future exams?" Twenty said yes, and one said no (she was having a bad day). My third question was, "Did humor help to relax you (make you feel less

tense)? Sixteen said yes, four said no, and one didn't know. My last question was, "Were you able to enjoy the humor?" Fifteen said yes, and six said no. For the majority of the students, then, humor seemed to have either no effect or a beneficial effect. Desberg, Bahr, McGhee and Henschel (1979) found similar results, and concluded that while humor doesn't necessarily have a beneficial effect, at least it is not negative. Their conclusion is that you might as well use it!

16) Student compositions: this is NOT to be shared with students, but I recommend looking for the humor in misspelled words, dangling participles, etc. For years, I have been collecting such gems — I like the ones for which I can create a visual image. I'll share just a few:

On an English test, I asked students to correct all errors; one of the sentences to be corrected had a dangling participle: "I saw a library walking down the street." One of my students dutifully discovered the "error" — she lined through "saw" and wrote "seen" above it. The finished, "corrected" sentence read: "I SEEN a library walking down the street!"

These are some of my favorite typos:

"Barbara had to D'VE a long way to work" — does she operate a bathysphere?

"He is in the stage of finding his identity (in) that he gets involved with playing the saxophone and INITIALING a lot of things, although he gets into trouble sometimes" — all that initialing is what probably gets him in trouble.

"To keep from entering a relationship like this, one should PREY before making any decisions" — no wonder she's having relationship troubles!

In conclusion, humor may be incorporated into the classroom in a number of different ways. This list is by no means exhaustive. It is up to the teacher to find creative, innovative ways of motivating students. Good luck, and may the farce be with you!

Continued on page 99



Margo Marque is an illustrator and cartoonist. Her cartoons are located on this page and on pages 95, 96 and 99 of this journal. Margo is available for children's literature collaboration. She may be contacted through the *Arizona Reading Journal*, P.O. Box 1183, Peoria, Arizona 85380-1183, or (602) 486-1706. ©Marque.

Legible.

Logical.

Easy to write.

Easy to teach.

Give your students
the most valuable skill
they'll ever learn...
legible handwriting.



The Italic Handwriting Series

by

Barbara Getty and Inga Dubay

A complete handwriting program for elementary through adult.

Authors Getty and Dubay, who collaborated with Portland State University to publish *The Italic Handwriting Series*, have many years' experience teaching handwriting, from elementary to university levels. The development and revision of the series is based on classroom experience, input of education professionals, and actual use of the series with student learners.

This is basic italic.
This is cursive italic.

"Inga Dubay and Barbara Getty deserve the thanks of every teacher and every parent...It's a breakthrough at last!"

—Betty Edwards, Ph.D., author of
Drawing on the Right Side of The Brain

"Italic makes sense. It brings beauty and simplicity to handwriting. It is a joy that my sons can communicate legibly thanks to italic."

—Kay Fujita, teacher and parent

Call or write for your free brochure:

Toll free 1-800-547-8887, x4891
CONTINUING EDUCATION PRESS
Portland State University
Dept. AZ, P.O. Box 1394
Portland, OR 97207

Legible.

Logical.

Easy to write.

Easy to teach.

References

- Bartusek, L. (1984). Humor is serious subject for educators. *DPI Dispatch*, 3.
- Check, J. F. (1986). Positive traits of the effective teacher — Negative traits of the ineffective one. *Education*, 106, 326-333.
- Civikley, J. M. (1986). Humor and the enjoyment of college teaching. *New Directions for Teaching and Learning*, 26, 61-70.
- Colwell, C. G. (1981). Humor as a motivational and remedial technique. *Journal of Reading*, 24(6), 484-486.
- Colwell, C. G. & Wigle, S. E. (1984). Applicability of humor in the reading language arts curriculum. *Reading World*, 24(2), 73-80.
- Cornett, C. E. (1986). *Learning through laughter: Humor in the classroom*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Desberg, P., Bahr, J., McGhee, P., & Henschel, D. (1979). *The effect of humor on the learning and retention of lecture information*. Paper presented at the meeting of the 2nd International Humor Conference, Los Angeles.
- Durrell, D. D. (1956). *Improving reading instruction*. New York: World Book Co.
- Facets: The place of humor and sarcasm in the English class. (1986). *English Journal*, 75(4), 18-21.
- Geller, L. G. (1981). Riddling: A playful way to explore language. *Language Arts*, 58(6), 669-674.
- Goodman, S. (1989, January). Jest for the health of it. *Current Health*, 2, pp. 18-19.
- Gray, J. M. (1981). Motivating today's students: A symposium. *Today's Education*, 70(4), 32-45.
- Kahle, J. B. (1983). *Girls in school: Women in science*. Washington, DC: National Association of Biology Teachers.
- Leinhardt, R. (1986). Expertise in mathematics teaching. *Educational Leadership*, 43, 28-33.
- McGhee, P. E. (1979). *Humor: Its origin and development*. San Francisco: W. H. Freeman and Company.
- Mitchell-Dwyer, B. (1981). "Are we gonna do anything fun?" *English Journal*, 70(6), 24-25.
- Otto, W. (1986). Puzzled in Poy Sippi. *Journal of Reading*, 29(8), 794-796.
- Phelan, J. (1986). Selling with character. *College English*, 48(5), 480-480-483.
- Piddington, R. (1963). *The psychology of laughter*. New York: Gamut Press.
- Sacken, D. M. (1991). Managing with humor and managing to keep humor. *Scope: Journal of the Arizona Association for Supervision and Curriculum Development*, 91(2), 19-24.
- Sudol, D. (1981). Dangers of classroom humor. *English Journal*, 70(6), 26-28.
- Suls, J. M. (1972). A two-stage model for the appreciation of jokes and cartoons: An information-processing analysis. In J. H. Goldstein, & P. E. McGhee (Eds.), *The psychology of humor: Theoretical perspectives and empirical issues*. New York: Academic Press.
- Telleen, S. (1991). Children say and do the "darndest things." *Scope: Journal of the Arizona Association for Supervision and Curriculum Development*, 91(2), 26-28.
- Wandersee, J. H. (1982). Humor as a teaching strategy. *American Biology Teacher*, 44(4), 212-218.
- Weiss, M. J. (1981). The serious nature of humor. *English Journal*, 70(6), 72-74.
- Whitmer, J. E. (1986). Pickles will kill you: Use humorous literature to teach critical reading. *Reading Teacher*, 39(6), 530-534.
- Wlodkowski, R. J. (1985). Stimulation. *Training and Development Journal*, 39(6), 38-40.



From Research to Practice: Issues in Content Reading Using Text to Affect Conceptual Change in Science

Barbara Guzzetti

Secondary teachers know from research (and from their own experience) that students have misconceptions in all areas of science. Teachers also know from researchers like Lipson (1984) and Hynd and Alvermann (1986) that having the wrong prior knowledge can have a more debilitating effect on learning than having no prior knowledge. As students attempt to learn new concepts, any preconceptions they have that are at variance with the scientific conception will interfere with learning. These misconceptions have been shown to be remarkably tenacious and resistant to change, even after ordinary forms of instruction (Champagne, Gunstone & Klpfer, 1983).

As a result, researchers in reading education have attempted to discover alternative instructional strategies that would eradicate misconceptions. These researchers have been aware that textbooks and their accompanying programs have been the most dominant method of instruction in science, yet have also been the most criticized instructional strategy (Yore, 1991). Besides the general criticisms that basals contain far too many concepts and present these concepts in a list-like fashion, science texts have been criticized specifically for their inability to affect conceptual change (Blakslee, Anderson & Smith, 1991).

In response to these concerns, reading researchers have tested the effects of various types of text structures and text-based activities that might compensate for the inadequacies of ordinary text. Twenty-three studies were conducted in reading education to test the effects of 25 variations of seven different instructional strategies. The results of these investigations were, however, contradictory and confusing.

To make better sense of these results, we (Guzzetti, Snyder & Glass, 1991) synthesized this research in a quantitative way. We were able to integrate the findings from these disparate studies by using an approach to research synthesis called meta-analysis. Meta-analysis (developed by Glass in 1976) involves coding the variables of interest in each study and calculating the effect of one intervention compared to another intervention (or control condition) by using the summary statistics reported. Effects are quantified in terms of standard deviation units and are averaged across studies to result in an average effect. Those interventions with the largest effect sizes are considered to be the most effective interventions.

Our meta-analysis showed three instructional strategies to be particularly effective in affecting conceptual change in science. One of these strategies is an altered form of text. The other two strategies are activities which help to compensate for ordinary text structures. These are defined and described with examples.

Barbara J. Guzzetti is an associate professor of Curriculum and Instruction in Reading Education at Arizona State University, Tempe, AZ 85287. ©Guzzetti.

Refutational Text

One of the most powerful strategies we found for fostering conceptual change in science was refutational text. Refutational text is expository (or narrative) text which presents the common misconception and directly refutes it. Refutational text explains not only the correct conception but also explains why the alternative conception is incorrect. An example of refutational text from life science is taken from Maria and MacGinitie, 1987 (p. 231):

Camels can live for days without water because their bodies are able to hold moisture longer than the bodies of other animals. The camel's hump will get smaller if he has not eaten for a long time. But some people have the wrong idea. They think the camel's hump gets smaller when he has not had any water for a long time. They think the camel stores water in his hump.

Despite the fact that misconceptions are common and prevalent in all areas of science, few textbooks are written in a refutational way. Rather, teachers will probably need to write their own short refutational passages for topics they know students have misconceptions. The above example can be used as a model to follow in constructing refutational text.

Augmented Activation Activities

Another strategy revealed by meta-analysis as having large effects was an augmented activation activity. An augmented activation activity consists of some method of activating the student's prior knowledge (usually a demonstration), supplemented by information to cause dissatisfaction with a current belief or to correct a misconception. An example of an augmented activation activity from physical science was designed to cause conceptual change in chemistry (Guzzetti, 1990). The counterintuitive concept was Boyle's Law (the inverse relationship between pressure and volume on a given mass of gas when temperature is held constant). The common misconception students had was that as pressure increases, volume increases. The chemistry teacher realized that his students had acquired this naive theory from their experience of inflating a balloon and watching it grow larger.

To correct this misconception, we designed an augmented activation activity that would both illustrate the correct conception and contradict the incorrect notion. The strategy consisted of a demonstration in which the instructor placed a balloon inside a bell jar and then decreased the air pressure inside the jar, causing the balloon to expand. Students' surprised reactions were addressed by interactive discussion that called attention to the correct conception illustrated by the demonstration.

The Discussion Web

The third effective strategy for correcting misconceptions was the Discussion Web, a form of interactive discussion developed by Alvermann (1992). The Discussion Web consisted of teacher-led interactions with small groups, using a graphic aid to form students' positions around a central question or idea. The purpose of the Discussion Web is to highlight inconsistencies in students' thinking and to identify instances where their thinking is not supported by evidence from the text.

The graphic aid used in the Discussion Web consists of a horizontal line on which students write the central idea or question. An example of this might be, "Is the relationship between pressure and volume inverse?" On one side of the central question, smaller horizontal lines are drawn for students to list the reasons why they do believe the relationship is inverse. On the other side of the central question, smaller horizontal lines are drawn for students to list their reasons why they do not believe the relationship is inverse. Students are required to take a position and defend that position with statements from the text.

Students complete their graphics in groups of two, interacting with each other to reach agreement on a position and to find evidence from the text for that position. When these have been completed, students are directed to join another group of two and defend their positions among each other until they have reached consensus. The teacher circulates during these discussions and asks leading questions to help clarify responses. The teacher can also assist students to find places in the passage that support their ideas to help students summarize their answers.

When a viewpoint has been established and supported within the small groups, one person from each group is selected to report to the total class. A whole class discussion can then take place in which the teacher interacts with the class to clarify the correct conception. If some students have perpetuated a misconception by extracting incomplete information from the text, the teacher can use this opportunity to refute the misconception and show how the text does not support it.

Effective Strategies: Common Threads

Each strategy found effective in some way created in students' minds some discomfort with their prior conception. Refutational text caused this conflict by explaining why the misconception was incorrect. Augmented activation activities facilitated cognitive dissonance by directing the learner's attention to contradictory information in the text or by illustrative demonstrations that caused incongruity with existing beliefs. The Discussion Web fostered cognitive conflict by requiring students to defend their positions with information from the text and by interactive discussion in which direct questioning helped students rethink their incorrect responses.

Results from our meta-analysis agree with Kintsch's (1980) observation that we must create change, surprise or incongruity in the mind of the learner of affect conceptual change. Refutational text augmented activation activities and the Discussion Web are three examples of these kinds of strategies that proved to be most effective. Teachers can implement the strategies as described or use them as models to create similar activities for other scientific concepts.

References

- Alvermann, D. E. (1991). The discussion web: A graphic aid for learning across the curriculum. *The Reading Teacher*, 45 92-99.
- Champagne, A. B., Gunstone, R. F., & Klopfer, L. E. (1983). Naive knowledge and science learning. *Research in Science & Technological Education*, 1, 173-183.
- Hynd, C. R., & Alvermann, D. E. (1986). The role of refutation text in overcoming difficulty with science concepts. *Journal of Reading*, 29, 440-446.
- Blakslee, T. D., Anderson, C. W., & Smith, E. L. (1991). Teaching strategies associated with conceptual change learning in science. Unpublished manuscript, Michigan State University.
- Guzzetti, B. (1990). The effects of text and reader-based instructional manipulations on concept acquisition. *Reading Psychology*, 11, 49-62.
- Guzzetti, B. J., Snyder, T. L., & Glass, G. V. (1991, May). Meta-analysis of instructional interventions from reading education and science education to overcome misconceptions in science. Paper presented at the annual meeting of the International Reading Association, Las Vegas.
- Kintsch, W. (1980). Learning from text, levels of comprehension or why anyone would read a story anyway? *Poetics*, 9, 87-98.
- Lipson, M. (1984). Some unexpected issues in prior knowledge and comprehension. *The Reading Teacher*, 37, 760-764.
- Maria, K., & MacGinitie, W. (1987). Learning from texts that refute the reader's prior knowledge. *Reading Research and Instruction*, 26, 222-238.
- Yore, L. D. (1991). Secondary science teachers' attitudes toward and beliefs about science reading and science textbooks. *Journal of Research in Science Teaching*, 28, 55-72.

Association Elects Vice President and Board Members

NEWARK, DEL., USA - Susan Mandel Glazer of Rider College in Lawrenceville, New Jersey, has been elected Vice President of the International Reading Association. She will serve as President of the Association in 1994-1995. Glazer is Professor of Education, Coordinator of the graduate program in Reading/Language Arts, and Director of the Reading/Language Arts Clinic. She founded both the graduate program and the clinic in 1980. Glazer has served as the national consultant to Literacy Volunteer of America, and has authored many professional articles and books. She has been an active member of the International Reading Association at the local, state, and international levels. Glazer also has served as President of the College Reading Association.

"Language, in all forms, is the vehicle for sharing ideas, understandings, and emotions. My daily work with children,

teachers, and parents has instilled in me a lifelong commitment to fostering literacy for all," Glazer said. "That commitment is based on my belief that literacy must be achieved in order to work toward universal peace."

The Association also elected three new members to its Board of Directors: Jerry L. Johns, Professor and Faculty Chair of Reading at Northern Illinois University, DeKalb; Linda B. Gambrell, Professor of Curriculum and Instruction at the University of Maryland, College Park; and Mabel T. Edmonds, Administrator for the Missouri Public Schools State and Federal Programs Division, St. Louis. They will serve on the Board from May 1992 to May 1995.

The International Reading Association is a 93,000-member, nonprofit educational organization dedicated to improving reading instruction and promoting literacy worldwide.

NCEs, Small n, and Chapter I Assessment

Ronald S. Carriveau

"I was told that I have to raise my NCEs, and I don't even know what NCEs are. Why can't we just report Grade Equivalent scores and be done with it?" These are typical comments made not only by Chapter I teachers, but also by school principals. This paper is an attempt to provide relatively simplified answers to the above comments and to help clarify some of the terminology and assessment methodology used in Chapter I reporting for end of year gains. Also considered is the effect outlier scores (extremely high or low scores) and small class size (n) have on end of year results.

Chapter I federally funded reading programs using standardized tests are required to report end of year gains in Normal Curve Equivalents (NCEs). The national average is a gain of approximately three NCEs. Schools typically report end of year results as high as +6 NCEs (or higher), and as low as -6 NCEs (or lower).

Local educational sites send in proposals to the state each year specifying the amount of NCE gain they will make. If the proposed goal is not met, a school not making the gain is expected to go on a school improvement plan, which includes a mandatory workshop for the principal of the school. The importance of NCEs to teachers and administrators becomes obvious at this point, but before looking specifically at NCEs, a brief explanation of some of the types of scores provided by a standardized test should be considered.

The raw score is the first score to be considered. The raw score is simply the number of items answered correctly. The raw score does not, however, indicate which items were answered correctly. By itself, a raw score has no real meaning. It has to be interpreted by comparison with some standard such as the total number of items or the raw scores earned by a comparison or norm group. Raw scores, however, have an important use; they can be converted into norm-related scores such as the grade-equivalent and the percentile rank. These are also referred to as "derived" scores.

One type of score derived from the raw score is the grade-equivalent score (GE), which describes test performance in terms of a grade level and the months since the beginning of the school year. For example, 5.4 is the fourth month of the fifth year. This is based on a 10 month year; therefore, a .4 equals 4 months. This GE indicates how well a student or group of students is doing in relation to an average student from the norm group at the same grade level at the given month of the school year. The GE does not tell what grade a pupil should be in, or whether the student has the skills to do work beyond his or her grade level. This is because the content of the grade levels are different. Thus, a GE of 5.4 indicates that the student, no matter what grade he or she is in, did as well as a typical student in the norm group who was in the fourth month of the fifth year of his or her schooling. It does not indicate that because a score of 5.4 was attained, for example, by a 3rd grader, that the 3rd grader could

function successfully in 5th grade or with 5th grade subject matter, or that the student has mastered the material from the 5th grade. Frequent misinterpretations of GEs are a serious problem.

A limitation of GEs is that they represent unequal units. That is, a one-year difference in grade equivalent units at one part of the grade equivalent scale does not represent the same level of attainment as a one-year difference at another part of the scale. Using the GE score of an individual student is also problematic, but this is not the main thrust of this article, so it will suffice to say that GEs can best be used to interpret the performance of groups of students.

Percentile ranks (PR) are also derived from the raw scores. They indicate the relative standing of a student in comparison with students of the same grade in the norm group who took the test at a comparable time, so PRs must be interpreted with reference to the group from which they were derived. A PR score indicates the percentage of students in the norm group whose scores fell below a particular student's raw score. For example, a student who earned a PR of 75 performed as well or better than 75% of the students in the reference group. The reference group could be the national or local sample of students, or classes of students.

Although PRs are perhaps the most useful and readily understood score for interpreting student achievement, they have a limitation similar to GEs. That is, they do not represent actual amounts of ability, and they do not represent equal units along the score scale. For example, the difference between PRs of 15 and 20 does not necessarily reflect the same difference in ability as the difference between PRs of 45 to 50. Also, it takes fewer raw score points to move from one PR to another in the middle of the scale, for example, 5 PRs, from 50 to 55, than it does to move at the ends of the scale, for example, 5 PRs, from 10 to 15 or from 90 to 95.

In assessing growth of Chapter I students, it is desirable to have a score that provides direct information about the relative rank or position of the individual obtaining that score. Also, the score should be on a scale that consists of units that allow the calculation of statistics, such as means and standard deviations, without distortions. Of equal importance, differences in scores should be able to be compared at all points along the scale. The ideal of this would be a scale whose units represent equal amounts of whatever trait is being measured at all points on the scale. For example, if reading ability is being measured, 2 units on any part of the scale should be equal to 2 units on any other part of the scale. As mentioned above, GEs and PRs do not meet these criteria. NCEs are standardized scores that do meet these criteria reasonably well.

Basically, the NCE scoring scale is transformed from the raw scores so that the distribution of raw scores fit into a normal distribution. Different standard scoring scales can be derived with different means and standard deviations. The NCE scale has a mean of 50 and a standard deviation of slightly over 21. Developing the scale this way results in the following: the NCE score of 1 coincides with a PR of 1; the NCE score of 50 coincides with a PR of 50; the NCE score of 99 coincides with a PR of 99 (see Figure 1). The other NCE points, however, do not coincide exactly. Nevertheless, the advantages of equal units and usable statistical properties make NCEs the choice for Chapter I reporting.

Ronald S. Carriveau is the ARA Chair for Studies & Research; Chapter I teacher in the Cartwright School District; Instructor at Chapman University, Phoenix; and Adjunct Instructor at Arizona State University-West. ©Carriveau.

NCEs, from this perspective then, allow for minimally distorted growth comparisons between individuals, grades, and schools, so long as the same standardized test is used. Thus, a student who shows +5 NCEs gain in reading from 4th grade to 5th grade can be said to have made the same gain as a student who shows +5 NCEs gain in reading from 5th grade to 6th grade. Also, a student in school A who shows +5 NCEs gain can be said to have gained the same as a student in school B who shows +5 NCEs gain. NCEs can also be averaged over grade levels. Thus, the NCE gains for 4th grade, 5th grade, and 6th grade can be averaged together and the resultant mean can be used to show the NCE gain for the school Chapter I program which covered those three grades.

Figure 1

Comparison of Normal Curve Equivalents (NCEs) with Percentile Ranks (PRs)

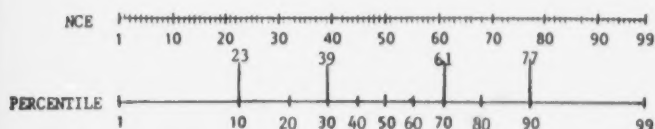


Figure 1 shows the relationship of NCE units to PRs. Note that the PR points are not equally spaced. There is a much greater distance between the 1st and 10th percentile points than between the 20th and 30th percentile points. Thus, as has been mentioned, the PRs do not represent equal units along the scale.

Note, however, that the distance on the scale between NCE points of 10 and 30 is the same as between NCE points of 30 and 50, and is also the same as the distance between NCE points of 70 and 90. Thus, with NCE units, the same number of units represent the same distance on any part of the scale, and this allows for comparisons between individuals and groups at any place on the scale.

At this point, then, the NCEs would appear to be desirable for Chapter I student assessment. However, for the Chapter I teacher, a problem often arises due to the inconsistency of students in taking the test. A student may have guessed on the post test and by chance attained a lower score than on the pre test on which the student honestly tried to do his or her best. Of course, the reverse could also have been true; the student could have tried on the post test and gotten a higher score than on the pre test where the student guessed and got a lower score. Another scenario would be when the student guesses on the pre test, answering all the questions, but then tries on the post and omits items because of not finishing on time or not wanting to guess, and thus gets a lower score on the post test than on the pre test. There are many other variables that could also affect the student's score on any particular day, such as not feeling well emotionally. Many scenarios could be constructed in which student inconsistency greatly affects scores on a particular day.

The problem becomes pronounced when the *n* is greatly reduced. If 35 students, for example, start the program, and, because of a high rate of withdrawals from the school, there remain only 20 students from the original group who can be post tested, those 20 could, by chance, be the lower scoring post test students, and thus show low

negative NCEs. On the other hand, those 20 remaining students could have been the higher scoring students, and thus show high positive NCE gains. Again, other scenarios could be developed.

For the purposes of this discussion, however, the placement of student scores on the NCE scale when there is a small *n* is what is important. The discussion here will be limited to the relationship between NCEs and PRs. For example, if a student attained a pre test raw score that placed the student at the PR of 10, the student would have an NCE score of 23. If the same student attained a post test raw score that placed the student at the PR of 30, the student would have an NCE score of 39. As can be seen from Figure 1, this would be a gain of approximately 16 NCEs ($39 - 23 = 16$).

However, if the same student attained a post test raw score that placed the student at a PR of 1, the student would have an NCE score of 1. In this case, the student would again show a PR difference of 10 points, but would have an NCE difference score of -22 ($1 - 23 = -22$). Thus, there is a 6 NCE difference between going up the scale, or going down the scale, and shows that when a student is at the lower end of the scale, a move downward shows more NCE difference than an equal move upward. The nature of this phenomenon is a statistical one, related to the normal distribution of scores and won't be discussed here.

It should also be noted that a student who tested at the 50th PR in the fourth grade and made one year's growth would be at the 50th PR in the fifth grade also. This would place the student at the same NCE point on the scale for either year; the score would show zero NCE gain. Any deviation from the one year growth would move the NCE point plus or minus on the scale, and the same phenomenon as mentioned would apply.

What is of most importance to the discussion in this paper is the effect a small class size (*n*) in conjunction with NCE movement can have on the end of year results. If by chance a few Chapter I students who would have moved up the scale withdrew from school, and if, among those students who remained, there were a few who moved down the scale, the aggregate score for the end of the year reporting for that teacher could be devastatingly low. Likewise, were the scenario reversed, the end of year score for that group of students could be impressively high. Even one student who scores extremely high or extremely low (outlier scores) can greatly affect the aggregate score when the *n* is small, and thus produce a summary score that is not a valid assessment of the program for the school. Some of the outlier scores can typically be as high as +30 NCEs or as low as -30 NCEs. The problem can be exacerbated because Chapter I students often have problems in the affective area that influence their performance on standardized tests.

The conclusion can be made then, that when the *n* is small, and/or there are extreme outlier scores, the aggregate score may not be a valid indicator of the overall assessment of the particular Chapter I program in question. More investigation into this issue is warranted. In the meantime, Chapter I teachers and their school principals may find it beneficial to look into supplemental assessment provisions which would be acceptable to the state Chapter I department to help get a more realistic and valid assessment of student growth when the above small *n* scenario is a problem.

It would be remiss to not say in closing that there is more than the small *n* problem in dealing with Chapter I assessment. At the core of the real issue is the argument that standardized test scores are not a measure of specific achievement, but are a measure of general achievement. They typically do not relate to the curriculum of the school or the school district, and are affected by many other factors such as prenatal care and home support for the reading program. An argument can also be made that the standardized tests do not test real learning, but rather test superficial learning.

Additionally, it is well known that teachers teach to the test and thus distort the relationship of the observed test score to the reference group. In the June-July 1991 issue of the *Educational Researcher*, Haladyna, Nolen, and Haas cite several test preparation practices by teachers which not only cause test pollution, but which are unethical, and they conclude that, "Until there is serious reform in the way schools prepare students to take standardized tests, test results will continue to misrepresent American public education and its accomplishments." This statement takes on an even more serious implication when applied to students in a Chapter I program, and when coupled with the small n and outlier problems discussed, raises serious questions as to how Chapter I programs are being evaluated.

References

- Demaline, R. & Rader, Don. *Model A Owners Manual*. Portland, OR: Northwest Regional Laboratory.
- Gardner, E. F., Madden, R., Rudman, H. C., Karlsen, B., Merwin, J. C., Callis, R., & Collins, C. W. (1987). *Stanford 7 Plus: Multilevel Norms Booklet National*. San Antonio: The Psychological Corporation.
- Green, D. R. (1987). A Guide For Interpreting Standardized Test Scores. *NASSP Bulletin*, 71(496), 23-33.
- Haladyna, T. M., Nolan, S. B., & Haas, N. S. (1991). Raising Standardized Achievement Test Scores, and the Origins of Test Score Pollution. *Educational Researcher*, 20(5), 2-7.
- Hieronymus, A. N. & Hoover, H. D. (1986). *Manual for School Administrators: ITBS*. Chicago: Riverside Publishing Company.



Families Reading Together, a brand new poster set from the Children's Book Council, emphasizes the importance of reading and of spending time with family. In Pat Cummings' 13" x 19" full-color poster, an older sister is reading *Arthurian Legends* to her younger brother and sister, when a fantastical knight in shining armor and the dragon he is battling unexpectedly appear in the room! It is available along with three other posters by Patricia Polacco, Ted Rand and Jeanne Titherington for \$18.00. Send a stamped (1 oz., first class), self-addressed envelope to Children's Book Council, 568 Broadway, Suite 404, New York, NY 10012 for "Materials Brochure" details.

Measuring Attitude Toward Reading: A New Tool For Teachers

Michael C. McKenna and Dennis J. Kear

In 1762, the philosopher Rousseau speculated that any method of teaching reading would suffice given adequate motivation on the part of the learner. While present-day educators might resist such a sweeping pronouncement, the importance of attitude is nevertheless widely recognized. The Commission on Reading in its summary of research (Anderson, Hiebert, Scott, & Wilkinson, 1985) concluded that "becoming a skilled reader requires...learning that written material can be interesting" (p. 18). Smith (1988) observed that "the emotional response to reading...is the primary reason most readers read, and probably the primary reason most nonreaders do not read" (p. 177). Wixson and Lipson (in press) acknowledge that "the student's attitude toward reading is a central factor affecting reading performance." These conclusions are based on a long history of research in which attitude and achievement have been consistently linked (e.g., Purves & Beach, 1972; Walberg & Tsai, 1985).

The recent emphasis on enhanced reading proficiency has often ignored the important role played by children's attitudes in the process of becoming literate. Athey (1985) suggested that one reason for this tendency is that the affective aspects of reading tend to be ill-defined and to involve "shadowy variables" (p. 527) difficult to conceptualize, measure, and address instructionally.

The focus of recent research and development in assessment has been comprehension rather than attitude. Some progress has been made in the development of individually administered, qualitative instruments, but quantitative group surveys, which form a natural complement to qualitative approaches, are often poorly documented in terms of desirable psychometric attributes, such as normative frames of reference and evidence of reliability and validity. Our purpose was to produce a public-domain instrument that would remedy these shortcomings and enable teachers to estimate attitude levels efficiently and reliably. This article presents that instrument along with a discussion of its development and suggestions for its use.

Michael C. McKenna is a professor of education at Georgia Southern University, Statesboro, and **Dennis J. Kear** chairs the Department of Curriculum and Instruction at Wichita State University, Wichita, Kansas. Both are interested in researching the role of attitude in children's literacy development.

"Measuring attitude toward reading: A new tool for teachers" was initially published in *The Reading Teacher*, May 1990, pp. 626-639. The article is reprinted with the permission of the International Reading Association. The International Reading Association is not responsible for the accuracy of the translation.

Editor's note: A word of thanks is extended to all the individuals who have made this article possible. A particular thanks to Diane Skorupski who shared with other educators her original translation of this Garfield attitude instrument.

Development of the scale

Several important criteria were established to guide the development of the instrument. The authors agreed that the survey must (a) have a large-scale normative frame of reference; (b) comprise a set of items selected on the basis of desirable psychometric properties; (c) have empirically documented reliability and validity; (d) be applicable to all elementary students, Grades 1 through 6; (e) possess a meaningful, attention-getting, student-friendly response format; (f) be suitable for brief group administration; and (g) comprise separate subscales for recreational and academic reading. We knew of no instrument that possessed all of these characteristics.

A pictorial format was elected because of its natural appeal for children and because of its comprehensibility by the very young. An informal survey of more than 30 elementary teachers indicated that the comic strip character Garfield was more apt to be recognized by children in Grades 1 through 6 than any other. Jim Davis, who is the creator of Garfield, and United Features, his publisher, agreed to supply four black-line, camera-ready poses of Garfield, ranging from very happy to very upset, and to permit the resulting instrument to be copied and used by educators.

An even number of scale points avoids a neutral central category which respondents often select in order to avoid committing themselves even when clear opinions exist (Nunnally, 1967.) The use of four points was based on a substantial body of research suggesting that young children typically can discriminate among no more than five discrete bits of information simultaneously (e.g., Case & Khanna, 1981; Chi, 1978; Chi & Klahr, 1975; Nitko, 1983).

Several earlier surveys were used as models in the creation of an item pool from which the final set of items would be constructed (e.g., Estes, 1971; Heathington, 1979; Right to Read, 1976; Robinson & Good, 1987). A total of 39 items were developed, each related to one of two aspects of attitude: (a) attitude toward recreational reading (24 items) or (b) attitude toward academic reading (15 items). To establish a consistent, appropriate expectation on the part of the students, each item was worded with a uniform beginning: "How do you feel..."

This prototype instrument was then administered to 499 elementary students in a middle-sized Midwestern U.S. school district. For each of the two item sets (recreational and academic), final sets of 10 items each were selected on the basis of inter-item correlation coefficients. The revised instrument was then administered at midyear to a national sample of over 18,000 children in Grades 1-6. Estimates of reliability, as well as evidence of validity, were based on this national sample. A complete description of the technical aspects of the survey appears in the Appendix.

Administering and scoring the survey

The Elementary Reading Attitude Survey (ERAS) can be given to an entire class in a matter of minutes, but, as with any normed instrument, it is important that the administration reflect as closely as possible the procedure used with the norming group. The administration procedures are presented in the "Directions for Use"

information that accompanies the instrument itself. This process involves first familiarizing students with the instrument and the purposes for giving it. The teacher next reads the items aloud twice as the students mark their responses.

Each item is then assigned 1, 2, 3, or 4 points, a "4" indicating the happiest (leftmost) Garfield. The scoring sheet that follows the instrument can be used to organize this process and record recreational, academic, and total scores, along with the percentile rank of each. The results are then ready for use.

Using the survey

Collecting data about students is an empty exercise unless the information is used to plan instruction. Scores on the ERAS can be helpful in this process, but it is important to understand what they can and cannot do as well as how they relate to other sources of information.

Strengths and limitations. This survey provides quantitative estimates of two important aspects of children's attitudes toward reading. Like global measures of achievement, however, they can do little in themselves to identify the causes of poor attitude or to suggest instructional techniques likely to improve it. On the other hand, the instrument can be used to (a) make possible initial conjecture about the attitudes of specific students, (b) provide a convenient group profile of a class (or a larger unit), or (c) serve as a means of monitoring the attitudinal impact of instructional programs.

A classroom plan. A teacher might begin by administering the ERAS during the first few weeks of the school year. Class averages for recreational and academic reading attitude will enable the teacher to characterize the class generally on these two dimensions. Scores for individual students may suggest the need to further explore the nature, strength, and origins of their values and beliefs. This goal could be pursued through the use of individually conducted strategies such as structured interviews, open-ended sentence instruments, or interest inventories. Reed (1979) suggested using nonreactive measures as well, such as recorded teacher observations following reading instruction and reading-related activities. The combination of these techniques provides a variety of useful information that can be collected in portfolio fashion for individual students.

Survey results can be very useful in deciding what sorts of additional information to pursue. Four general response patterns are especially notable, and we will depict each of them with hypothetical students who are, in fact, composites of many with whom we have worked.

Two profiles involve sizable difference (5 points or more) between recreational and academic scores. Jimmy, a third grader, has a recreational score of 29 and an academic score of 21. The difference suggests a stronger attitude toward reading for fun than for academic purposes. To an extent, this pattern is typical of third graders (compare the means in Table 2), but not to the degree exhibited in Jimmy's case. Had both scores been higher, Jimmy's teacher might have been justified in disregarding the difference, but a score of 21 is low both in the critical sense (it is close to the slightly frowning Garfield) and in a normative one (18th percentile rank). Examining the last 10 items of the survey one-by-one might prove helpful in forming hypotheses about which aspects are troublesome. These can then be tested by carefully observing Jimmy during reading instruction.

For Katy, a fifth grader, assume that the two scores are reversed. By virtue of her stronger attitude toward academic reading, Katy is somewhat atypical. Her academic score of 29 is quite strong in both a critical sense (it is near the slightly smiling Garfield) and a

normative sense (71st percentile rank). Her score of 21 in recreational reading attitude is cause for concern (13th percentile rank), but the strong academic score suggests that her disdain is not total and may be traceable to causes subject to intervention. Because items 1-10 are somewhat global in nature, it is unlikely that scrutinizing her responses will be very helpful. A nonthreatening chat about reading habits may be much more productive in helping her teacher identify Katy's areas of interest and even suggest a book or two. Katy may not have been exposed to a variety of interesting trade books.

Two other profiles involve differences between attitude and ability. These are very real possibilities that require careful attention (Roettger, 1980). Consider Patrick, a second grader whose academic attitude score is 28 and who has been placed in a low-ability group by his teacher. Patrick's relatively positive score (near the smiling Garfield) may encourage his teacher, for it is apt to be higher than others in his reading group. However, more than half of his second-grade peers across the country have stronger attitudes toward reading in school. Data from this study document a widening attitudinal gap between low- and high-ability children as they move through school. Patrick's teacher should be concerned about the likely effects of another frustrating year on his attitude toward instruction. Teaching methods and instructional materials should be scrutinized.

Ironically, the same conclusion might be reached for Deborah, a sixth-grade student of extraordinary ability. Her academic attitude score, however, is only 17, which is quite negative, whether one looks to its position among the pictures or notes that it represents a percentile rank of 11. If Deborah's recreational score were substantially higher, her teacher would be correct in wondering whether the instruction she is receiving is adequately engaging. As with Jimmy, an inspection of her responses to items 11-20 could be helpful, followed by a nonintrusive reading interview and tactful observation. On the other hand, suppose that Deborah's recreational score were also 17. This would place her total score (34) at the 5th percentile rank and suggest a strong disinclination to read despite the ability to do so. This would warrant action on the part of an insightful teacher who is willing to make instructional and leisure reading attractive.

Examples of this nature illustrate how the Elementary Reading Attitude Survey can enter into the process of instructional planning, especially near the beginning of a school year. As the year draws to a close, the survey can again be given, this time to monitor any attitudinal changes of the class as a whole. By comparing class averages from the beginning and end of the year, a teacher can gauge the movement of a class relative both to its own earlier position and to a national midyear average. Estimating year-long changes for individual students is a less reliable process and should only be attempted with regard to the standard error of measurement for a given subscale and grade level (see Table 2). We recommend using twice the standard error to construct an adequate confidence interval. In other words, the pre/post difference would, in general, need to be 5 points or more on either the academic or recreational subscale before any real change could be assumed. On the total score, the pre/post change would need to be 7 or 8 points.

Conclusion

The instrument presented here builds on the strength of its predecessors and, it is hoped, remedies some of their psychometric shortcomings. Its placement into the public domain by means of this article provides teachers with a tool that can be used with relative confidence to estimate the attitude levels of their students and initiate informal assessment efforts into the role attitude plays in students' development as readers.

Note: The authors wish to express their sincere thanks of Jim Davis for his Garfield illustrations and for his concern for children's literacy abilities.

References

- Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1985). *Becoming a nation of readers: The report of the Commission on Reading*. Washington, DC: National Institute of Education.
- Athey, I.J. (1985). Reading research in the affective domain. In H. Singer & R.B. Ruddell (Eds.), *Theoretical models and processes of reading* (3rd ed., pp. 527-557). Newark, DE: International Reading Association.
- Case, R., & Khanna, F. (1981). The missing links: Stages in children's progression from sensorimotor to logical thought. In K.W. Fischer (Ed.), *Cognitive development (New directions for child development, No. 12)*. San Francisco: Jossey-Bass.
- Chi, M.T. (1978). Knowledge structures and memory development. In R.S. Siegler (Ed.), *Children's thinking: What develops?* Hillsdale, NJ: Erlbaum.
- Chi, M.T., & Klahr, D. (1975). Span and rate of apprehension in children and adults. *Journal of Experimental Psychology*, 19, 434-439.
- Cronbach, L.J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334.
- Estes, T.H. (1971). A scale to measure attitudes toward reading. *Journal of Reading*, 15, 135-138.
- Heathington, B.S. (1979). What to do about reading motivation in the middle school. *Journal of Reading*, 22, 709-713.

- Nitko, A.J. (1983). *Educational tests and measurement: An introduction*. New York: Harcourt Brace Jovanovich.
- Nunnally, J.C. (1967). *Psychometric theory*. New York: McGraw-Hill.
- Purves, A.C., & Beach, R. (1972). *Literature and the reader: Research in response to literature, reading interests, and the teaching of literature*. Urbana, IL: National Council of Teachers of English.
- Reed, K. (1979). Assessing affective responses to reading: A multi-measurement model. *Reading World*, 19, 149-156.
- Right to Read Office. (1976). *Reading interest/attitude scale*. Washington, DC: United States Office of Education.
- Robinson, R., & Good, T.L. (1987). *Becoming an effective reading teacher*. New York: Harper & Row.
- Roettger, D. (1980). Elementary students' attitudes toward reading. *The Reading Teacher*, 33, 451-453.
- Rousseau, J.-J. (1762/1979). *Emile, or on education* (trans. A. Bloom). New York: Basic Books.
- Smith, F. (1988). *Understanding reading: A psycholinguistic analysis of reading and learning to read* (4th ed.). Hillsdale, NJ: Erlbaum.
- Statistical abstract of the United States*. (1989). Washington, DC: Bureau of Census, Department of Commerce.
- Walberg, H.J., & Tsai, S. (1985). Correlates of reading achievement and attitude: A national assessment study. *Journal of Educational Research*, 78, 159-167.
- Wixson, K.K., & Lipson, M.Y. (in press). *Reading diagnosis and remediation*. Glenview, IL: Scott, Foresman.

For the convenience of the monolingual reader, the corresponding English Garfield Attitude Survey statements for each of the following cartoons are printed here.

1. How do you feel when you read a book on a rainy Saturday?
2. How do you feel when you read a book in school during free time?
3. How do you feel about reading for fun at home?
4. How do you feel about getting a book for a present?
5. How do you feel about spending free time reading?
6. How do you feel about starting a new book?
7. How do you feel about reading during summer vacation?
8. How do you feel about reading instead of playing?
9. How do you feel about going to a bookstore?
10. How do you feel about reading different kinds of books?
11. How do you feel when the teacher asks you questions about what you read?
12. How do you feel about doing reading workbook pages and worksheets?
13. How do you feel about reading in school?
14. How do you feel about reading your school books?
15. How do you feel about learning from a book?
16. How do you feel when it's time for reading class?
17. How do you feel about the stories you read in reading class?
18. How do you feel when you read out loud in class?
19. How do you feel about using a dictionary?
20. How do you feel about taking a reading test?

Entrevista de Actitudes hacia la Lectura en el Nivel Elemental

Clase _____ Nombre _____

Translated by : Ruth J. Saez-Vega

GARFIELD © 1978 United Feature Syndicate, Inc.

1. ¿Como to sientes cuando lees un libro en un sabado lluvioso?



JTM DAVIS

2. ¿Como te sientes cuando lees un libro en las escuela, durante tu tiempo libre?



3. ¿Que piensas acerca de leer en casa para divertirse?



4. ¿Como te sientes cuando te regalan un libro?



GARFIELD © 1979 United Feature Syndicate, Inc.

5. ¿Que piensas acerca de usar tu tiempo libre para leer?



6. ¿Como te sientes cuando empiezas a leer un libro nuevo?



7. ¿Que piensas acerca de la lectura durante las vacaciones de verano?



8. ¿Que piensas acerca de leer en vez de jugar?



GARFIELD © 1978 United Feature Syndicate, Inc.

9. ¿Como te sientes cuando vas a una libreria?



10. ¿Que piasas acerca de leer diferentes tipos de libros?

11. ¿Como te sientes cuando la maestra te has preguntas
acercade lo que leiste?12. ¿ Que piensas acerca de hacer hojas de tarea o del
cuaderno de lectura?

GARFIELD © 1978 United Feature Syndicate, Inc.

13. ¿Que piensas acerca de la lectura en la escuela?



14. ¿Come te sientes cuando lees tus libros escolares?



15. ¿Que piensas acerca de aprender de un libro?

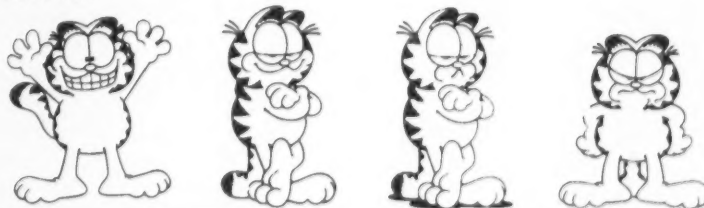


16. ¿Como te sientes cuando llega la hora de la clase de lectura?

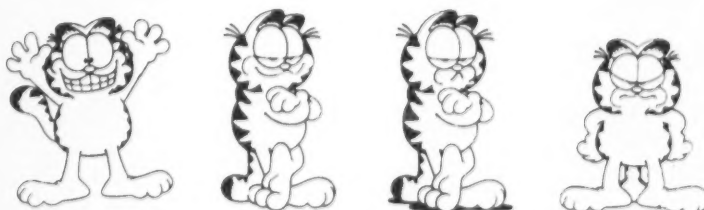


GARFIELD © 1978 United Feature Syndicate, Inc.

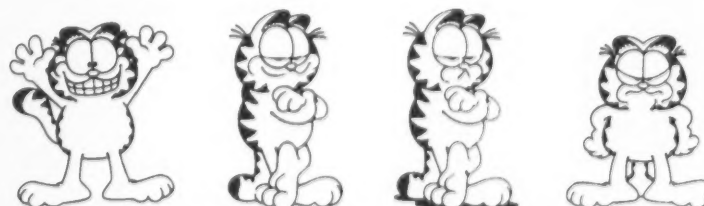
17. ¿Que piensas acerca de los cuentos que lees en la clase de lecture?



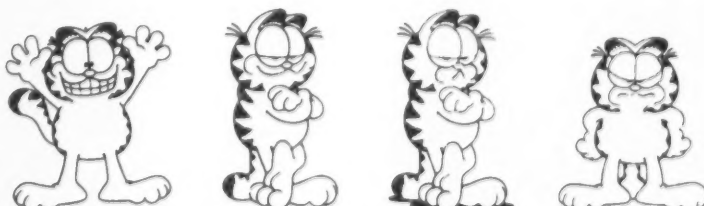
18. ¿Como te sientes cuando lees en vos alto durante la clase?



19. ¿Que piensas acerca de usar el diccionario?



20. ¿Como te sientes al tomar una prueba de lectura?



Elementary Reading Attitude Survey Scoring sheet

Student name _____

Teacher _____

Grade _____ Administration date _____

Scoring guide

4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Raw score: _____

Academic reading

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Raw score: _____

Full scale raw score (Recreational + Academic): _____

Percentile ranks

Recreational

Academic

Full scale

Elementary Reading Attitude Survey

Directions for use

The Elementary Reading Attitude Survey provides a quick indication of student attitudes toward reading. It consists of 20 items and can be administered to an entire classroom in about 10 minutes. Each item presents a brief, simply-worded statement about reading, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative.

Administration

Begin by telling students that you wish to find out how they feel about reading. Emphasize that this is *not* a test and that there are no "right" answers. Encourage sincerity.

Distribute the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first page. Point to the picture of Garfield at the far left of the first item. Ask the students to look at this same picture on their own survey form. Discuss with them the mood Garfield seems to be in (very happy). Then move to the next picture and again discuss Garfield's mood (this time, a *little* happy). In the same way, move to the third and fourth pictures and talk about Garfield's moods—a little upset and very upset. It is helpful to point out the position of Garfield's *mouth*, especially in the middle two figures.

Explain that together you will read some statements about reading and that the students should think about how they feel about each statement. They should then circle the picture of Garfield that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as Garfield might respond!) Read each item aloud slowly and distinctly; then read it a second time while students are thinking. Be sure to read the item *number* and to remind students of page numbers when new pages are reached.

Scoring

To score the survey, count four points for each leftmost (happiest) Garfield circled, three for each slightly smiling Garfield, two for each mildly upset Garfield, and one point for each very upset (rightmost) Garfield. Three scores for each student can be obtained: the total for the first 10 items, the total for the second 10, and a composite total. The first half of the survey relates to attitude toward recreational reading; the second half relates to attitude toward academic aspects of reading.

Interpretation

You can interpret scores in two ways. One is to note informally where the score falls in regard to the four nodes of the scale. A total score of 50, for example, would fall about mid-way on the scale, between the slightly happy and slightly upset figures, therefore indicating a relatively indifferent overall attitude toward reading. The other approach is more formal. It involves converting the raw scores into percentile ranks by means of Table 1. Be sure to use the norms for the right grade level and to note the column headings (Rec = recreational reading, Aca = academic reading, Tot = total score). If you wish to determine the average percentile rank for your class, average the raw scores first; then use the table to locate the percentile rank corresponding to the raw score mean. Percentile ranks cannot be averaged directly.

APPENDIX

Technical aspects of the Elementary Reading Attitude Survey

The norming project

To create norms for the interpretation of scores, a large-scale study was conducted in late January, 1989, at which time the survey was administered to 18,138 students in Grades 1-6. A number of steps were taken to achieve a sample that was sufficiently stratified (i.e., reflective of the American population) to allow confident generalizations. Children were drawn from 95 school districts in 38 U.S. states. The number of girls exceeded by only 5 the number of boys. Ethnic distribution of the sample was also close to that of the U.S. population (*Statistical abstract of the United States*, 1989). The proportion of Blacks (9.5%) was within 3% of the national proportion, while the proportion of Hispanics (6.2%) was within 2%.

Percentile ranks at each grade for both subscales and the full scale are presented in Table 1. These data can be used to compare individual students' scores with the national sample and they can be interpreted like achievement-test percentile ranks.

Table 1
Mid-year percentile ranks by grade and scale

Raw Scr	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot
80			99			99			99			99			99			99
79			95			96			98			99			99			99
78			93			95			97			98			99			99
77			92			94			97			98			99			99
76			90			93			96			97			98			99
75			88			92			95			96			98			99
74			86			90			94			95			97			99
73			84			88			92			94			97			98
72			82			86			91			93			96			98
71			80			84			89			91			95			97
70			78			82			86			89			94			98
69			75			79			84			88			92			95
68			72			77			81			86			91			93
67			69			74			79			83			89			92
66			66			71			76			80			87			90
65			62			69			73			78			84			88
64			59			66			70			75			82			86
63			55			63			67			72			79			84
62			52			60			64			69			76			82
61			49			57			61			66			73			79
60			46			54			58			62			70			76
59			43			51			55			59			67			73
58			40			47			51			56			64			69
57			37			45			48			53			61			66
56			34			41			44			48			57			62
55			31			38			41			45			53			58
54			28			35			38			41			50			55
53			25			32			34			38			46			52
52			22			29			31			35			42			48
51			20			26			28			32			39			44
50			18			23			25			28			36			40
49			15			20			23			26			33			37
48			13			18			20			23			29			33
47			12			15			17			20			26			30
46			10			13			15			18			23			27
45			8			11			13			16			20			25
44			7			9			11			13			17			22
43			6			8			9			12			15			20
42			5			7			8			10			13			17
41			5			6			7			9			12			15
40	99	99	4	99	99	5	99	99	6	99	99	7	99	99	10	99	99	13
39	92	91	3	94	94	4	96	97	5	97	98	6	98	99	9	99	99	12
38	89	88	3	92	92	3	94	95	4	95	97	5	96	98	8	97	99	10

17	86	85	2	88	89	2	90	93	3	92	95	4	94	98	7	95	99	8
36	81	79	2	84	85	2	87	91	2	88	93	3	91	96	6	92	98	7
35	77	75	1	79	81	1	81	86	2	84	90	3	87	95	4	88	97	6
34	72	69	1	74	78	1	75	83	2	78	87	2	82	93	4	83	95	5
33	65	63	1	68	73	1	69	79	1	72	83	2	77	90	3	79	93	4
32	58	58	1	62	67	1	63	74	1	66	79	1	71	86	3	74	91	3
31	52	53	1	56	62	1	57	69	0	60	75	1	65	82	2	69	87	2
30	44	49	1	50	57	0	51	63	0	54	70	1	59	77	1	63	82	2
29	38	44	0	44	51	0	45	58	0	47	64	1	53	71	1	58	78	1
28	32	39	0	37	46	0	38	52	0	41	58	1	48	66	1	51	73	1
27	26	34	0	31	41	0	33	47	0	35	52	1	42	60	1	46	67	1
26	21	30	0	25	37	0	26	41	0	29	46	0	36	54	0	39	60	1
25	17	25	0	20	32	0	21	36	0	23	40	0	30	49	0	34	54	0
24	12	21	0	15	27	0	17	31	0	19	35	0	25	42	0	29	49	0
23	9	18	0	11	23	0	13	26	0	14	29	0	20	37	0	24	42	0
22	7	14	0	8	18	0	9	22	0	11	25	0	16	31	0	19	36	0
21	5	11	0	6	15	0	6	18	0	9	20	0	13	26	0	15	30	0
20	4	9	0	4	11	0	5	14	0	6	16	0	10	21	0	12	24	0
19	2	7		2	8		3	11		5	13		7	17		10	20	
18	2	5		2	6		2	8		3	9		6	13		8	15	
17	1	4		1	5		1	5		2	7		4	9		6	11	
16	1	3		1	3		1	4		2	5		3	6		4	8	
15	0	2		0	2		0	3		1	3		2	4		3	6	
14	0	2		0	1		0	1		1	2		1	2		1	3	
13	0	1		0	1		0	1		0	1		1	2		1	2	
12	0	1		0	0		0	0		0	1		0	1		0	1	
11	0	0		0	0		0	0		0	0		0	0		0	0	
10	0	0		0	0		0	0		0	0		0	0		0	0	

Reliability

Cronbach's alpha, a statistic developed primarily to measure the internal consistency of attitude scales (Cronbach, 1951), was calculated at each grade level for both subscales and for the composite score. These coefficients ranged from .74 to .89 and are presented in Table 2.

It is interesting that with only two exceptions, coefficients were .80 or higher. These were for the recreational subscale at Grades 1 and 2. It is possible that the stability of young children's attitudes toward leisure reading grows with their decoding ability and familiarity with reading as a pastime.

Table 2
Descriptive statistics and internal consistency measures

Grade	N	Recreational Subscale					Academic Subscale					Full Scale (Total)			
		M	SD	S _e M	Alpha ^a		M	SD	S _e M	Alpha		M	SD	S _e M	Alpha
1	2,518	31.0	5.7	2.9	.74		30.1	6.8	3.0	.81		61.0	11.4	4.1	.87
2	2,974	30.3	5.7	2.7	.78		28.8	6.7	2.9	.81		59.1	11.4	3.9	.88
3	3,151	30.0	5.6	2.5	.80		27.8	6.4	2.8	.81		57.8	10.9	3.8	.88
4	3,679	29.5	5.8	2.4	.83		26.9	6.3	2.6	.83		56.5	11.0	3.6	.89
5	3,374	28.5	6.1	2.3	.86		25.6	6.0	2.5	.82		54.1	10.8	3.6	.89
6	2,442	27.9	6.2	2.2	.87		24.7	5.8	2.5	.81		52.5	10.6	3.5	.89
All	18,136	29.5	5.9	2.5	.82		27.3	6.6	2.7	.83		56.8	11.3	3.7	.89

^aCronbach's alpha (Cronbach, 1951).

Validity

Evidence of construct validity was gathered by several means. For the recreational subscale, students in the national norming group were asked (a) whether a public library was available to them and (b) whether they currently had a library card. Those to whom libraries were available were separated into two groups (those with and without cards) and their recreational scores were compared. Cardholders had significantly higher ($p < .001$) recreational scores ($M = 30.0$) than noncardholders ($M = 28.9$), evidence of the subscale's validity in that scores varied predictably with an outside criterion.

A second test compared students who presently had books checked out from their school library versus students who did not. The comparison was limited to children whose teachers reported not requiring them to check out books. The means of the two groups varied significantly ($p < .001$), and children with books checked out scored higher ($M = 29.2$) than those who had no books checked out ($M = 27.3$).

A further test of the recreational subscale compared students who reported watching an average of less than 1 hour of television per night with students who reported watching more than 2 hours per night. The recreational mean for the low televiewing group (31.5) significantly exceeded ($p < .001$) the mean of the heavy televiewing group (28.6). Thus, the amount of television watched varied inversely with children's attitudes toward recreational reading.

The validity of the academic subscale was tested by examining the relationship of scores to reading ability. Teachers categorized norm-group children as having low, average, or high overall reading ability. Mean subscale scores of the high-ability readers ($M = 27.7$) significantly exceeded the mean of low-ability readers ($M = 27.0$, $p < .001$), evidence that scores were reflective of how the students truly felt about reading for academic purposes.

The relationship between the subscales was also investigated. It was hypothesized that children's attitudes toward recreational and academic reading would be moderately but not highly correlated. Facility with reading is likely to affect these two areas similarly, resulting in similar attitude scores. Nevertheless, it is easy to imagine children prone to read for pleasure but disenchanted with assigned reading and children academically engaged but without interest in reading outside of school. The intersubscale correlation coefficient was .64, which meant that just 41% of the variance in one set of scores could be accounted for by the other. It is reasonable to suggest that the two subscales, while related, also reflect dissimilar factors—a desired outcome.

To tell more precisely whether the traits measured by the survey corresponded to the two subscales, factor analyses were conducted. Both used the unweighted least squares method of extraction and a varimax rotation. The first analysis permitted factors to be identified liberally (using a limit equal to the smallest eigenvalue greater than 1). Three factors were identified. Of the 10 items comprising the academic subscale, 9 loaded predominantly on a single factor while the 10th (item 13) loaded nearly equally on all three factors. A second factor was dominated by 7 items of the recreational subscale, while 3 of the recreational items (6, 9, and 10) loaded principally on a third factor. These items did, however, load more heavily on the second (recreational) factor than on the first (academic). A second analysis constrained the identification of factors to two. This time, with one exception, all items loaded cleanly on factors associated with the two subscales. The exception was item 13, which could have been interpreted as a recreational item and thus apparently involved a slight ambiguity. Taken together, the factor analyses produced evidence extremely supportive of the claim that the survey's two subscales reflect discrete aspects of reading attitude.

Legislative Report

International Reading Association

Federal Legislation

Overview

The Congress and the Administration are now in the throes of election year politics. Neither the Republicans nor the Democrats have complete control of the government, and neither seems willing to compromise. The impact on education and literacy programs is that it is difficult to find agreement in almost any area, except standards and assessment.

Senate Passes S.2

On January 28th the Senate passed S.2, the Neighborhood Schools Improvement Act, by a vote of 92 to 6. This bill is the Senate's alternative to the President's America 2000 plan. One of the key amendments to the bill, proposed by Senator Hatch (R-UT), was the creation of a demonstration program to allow parents in selected school districts to use federal funds to pay for programs in private schools. This measure was defeated along party lines. Overall, the bill encourages local schools to plan programs using federal funds to improve the education they offer. The money would be awarded by the state education agencies in 5-year grants; continuation of funding would depend on increased academic performance in the school over two years. S.2 also proposes to fund the development of a National Report Card. A similar education bill in the House of Representatives is H.R. 3320. H.R. 3320 is in serious trouble since education has become a partisan issue.

Funding

On January 29th the President released his budget proposal for the upcoming fiscal year (FY '93). Included are proposed increases for Chapter 1, adult education, education research, assessment, and Head Start. The table below outlines some selected programs for the upcoming year. The President has outlined a significant funding increase for the research and assessment functions of the U.S.

All figures in millions of dollars		
Program	Current year	Proposed FY '93
Chapter 1	6,696.4	6,817.6
Even Start	70.0	90.0
Chapter 2	450.0	450.0
Adult Ed	287.3	303.8
Libraries	142.2	35.0
Research	71.0	115.0
Assessment	29.9	64.8
Bilingual	195.4	203.6
Health & Human Services:		
Head Start	2,200.0	2,800.0

The International Reading Association is a nonprofit, educational organization with over 90,000 members dedicated to the improvement of reading instruction and making reading a lifetime habit. *Legislative Update* is published by the International Reading Association. Address correspondence to Richard Long, editor, 444 N. Capitol Street, NW, Suite 422, Washington, DC 20001 (202) 624-8800.

Department of Education in his budget proposal. This, we are told, is to allow for the funding of standards development and national assessment programs. The President also proposes to fund many of his America 2000 programs that have yet to be — and probably will never be — authorized by Congress. The next step is for the Congress to construct its own budget and then move on to the appropriations process.

Childhood Hunger Relief Act

The International Reading Association has long recognized the impact of nutrition and health on a child's ability to learn by taking a position supporting children's nutrition programs. The Mickey Leland Childhood Hunger Relief Act (H.R. 1202, S.757) would include significant improvements in the food stamp program and would strengthen the government's commodity distribution program. The bill would target increases for families to ensure that children receive enough food. Half of all food stamp recipients are children, and over 80% of food stamp benefits go to families with children.

It is vital that congressmen hear from their constituents about the seriousness of childhood hunger and the need for legislative action to alleviate this problem. You can contact your congressman by calling the congressional switchboard at (202) 225-3121.

National Adult Literacy Act

Since the President signed the National Adult Literacy Act into law last summer, the administration has been working on its implementation. In the fall a notice of proposed rulemaking was published, an interim director was hired to head the National Institute on Adult Literacy, and a process was created to select the members of a National Advisory Board. There are currently plans in place to create a series of task forces to recommend ways to coordinate activities, communication, and research projects with the literacy community. It will take until at least April for the White House to nominate members of the Advisory Board, for the security checks to be completed, and for the Senate to complete its process. The International Reading Association has submitted names of possible candidates to the President for his consideration.

Chapter 1

While Congress considers various plans for educational choice or vouchers for Chapter 1, discussions are taking place about what Chapter 1 should include after the next reauthorization. Some are suggesting that in areas where disadvantaged students are highly concentrated, Chapter 1 should change to a school-wide program. The reauthorization will clearly have an impact on the entire structure of Chapter 1.

Letter To The Editor

To make *Legislative Update* more interactive, we are now adding a "Letter to the Editor" section, which will serve as a way for the Washington office to receive feedback from *Legislative Update* readers and answer questions from members regarding legislative affairs. Your questions and comments are welcome. Please send questions to Dr. Richard Long, International Reading Association Washington Office, 444 N. Capitol Street, N.W., Suite 314, Washington, DC 20001; telephone (202) 624-8800; fax (202) 624-8826.

Legislative Update

Karen Ja'come

State Legislature

General Information

The schedules of committee meetings for the Arizona Senate and House of Representatives are available in selected newspapers, typically in the Sunday edition. Included in this information are dates and times for committee meetings and bills which will be discussed. The HB numbers indicate bills considered by the House of Representatives while the SB numbers pertain to those in the Senate. Typically, the names of individual sponsors for each piece of legislation are included in parentheses after each bill number. When referring to a piece of legislation, it is essential to refer to the bill's official number in order to avoid confusion since many bills may be considered which pertain to similar topics.

Unveiling of the Governor's Task Force on Educational Reform Final Report

The Governor's Task Force on Educational Reform officially unveiled its report at a ceremony at Trevor Brown High School in Phoenix on December 12, 1991. Those in attendance included U.S. Secretary of Education Lamar Alexander, Arizona Governor Fife Symington, U.S. Congressman Jim Kolbe, Navajo Tribal Chairman Peterson Zah, C. Dianne Bishop, State Sen. Lela Alston, State Rep. Ruth Solomon, State Rep. Bev Hermon and numerous other elected officials and dignitaries. Secretary Alexander congratulated the Task Force for its proposed recommendations regarding education in Arizona and challenged the state to continue its efforts toward achieving educational excellence.

Task Force Implications for Adult Literacy

The final Task Force report included recommendations for Adult Literacy and Lifelong Learning in addition to Open Enrollment/Parental Choice, Accountability, Decentralization and Restructuring, Training and Professionalism, as well as At-Risk Populations and Barriers to Learning. It was reported in the last "Legislative Update" column of the *Arizona Reading Journal* that the section regarding Adult Literacy and Lifelong Learning had been omitted from the initial recommendation. After lengthy consideration and much deliberation, the members of the Task Force decided that Adult Literacy and Lifelong Learning directly applied not only to Arizona's students but also to those who interacted with those students — namely their parents. It was a great relief to many members of the Task Force to reverse the initial decision and include this critical section in the formal recommendations. Input from the numerous regional forums as well as letters and other sources helped to shape this decision.

Karen Ja'come directs the gifted program and teaches English at Amphitheater High School in Tucson, Arizona. She is a past member of the Governor's Task Force on Educational Reform, a member of Northern Arizona University's Strategic Advisory Council and a Teacher of the Year Ambassador for Excellence. Karen holds a B.S. in Secondary Education from the University of North Texas and a M. Ed. in Educational Administration from the University of Arizona.

To Receive A Copy of the Task Force Report

A copy of the final report of the Governor's Task Force on Educational Reform is available by calling the Governor's Office at (800) 253-0883.

Current Legislative Efforts

At the beginning of the 40th Legislative Second Regular Session in January, the Task Force recommendations were presented to both the House and Senate Education Committees. This presentation was conceptual in nature, and it shared the deliberation process of the Task Force in the development of the report. With the exception of the Finance bill which has been approved for late introduction, six bills that implement the Task Force recommendations have been introduced. The bills for At-Risk, Decentralization and Accountability have been introduced in the Senate by State Senator Lela Alston. The bills for Training and Professionalism and Open Enrollment were introduced in the House of Representatives by State Representative Bev Hermon. In addition, Rep. Hermon will also introduce the School Finance Reform bill later this session. The sponsors have agreed that the content of the bill when introduced will be faithful to the Task Force positions and that each bill will contain language making its passage conditional upon the enactment of the other five bills. For additional information, please call Sen. Alston's office at 542-4485 or Rep. Hermon's office at 542-5896. The bills are identified as:

- HB 2548 Open Enrollment
- HB 2549 Teacher Training and Professionalism
- SB 1521 Decentralization
- SB 1522 At-Risk
- SB 1530 Accountability

Specific Language Regarding Literacy

It is of particular interest that HB 2548 (Open Enrollment) and HB 2549 (Teacher Training and Professionalism) contain the following language in Section 1, Subsection B.5. "By the year 2000, every adult Arizonan will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." This wording will likely be included in the other four Task Force reform bills.

America 2000

The six topics addressed by the Governor's Task Force recommendations stem directly from the America 2000 goals set forth by President Bush and by the Governors. The goal for Adult Literacy and Lifelong Learning includes these objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private education, vocational, technical, workplace, or other programs.

Continued on page 120

The Dilemma of the Adult Learner

Karen Mills

For most, reading is a natural process, just part of growing up — a rite of childhood. From one-room school houses to modern universities, the transference of knowledge and the development of curiosity, the basis of our educational system, has been credited with building life skills and contributing to our survival. The basic premise that underlies all of this, however, has a flaw — *attendance* in school is a law, *learning* is not. This article explores the problems faced by adult "re-entry" students. Adult learners bring with them, into the classroom, a set of unique characteristics. These attributes often provide expanded resources (experience, maturity, independence); however, these same favorable qualities can sometimes be detrimental to the adult student's academic success.

The hypothesis "what children must learn, adults should already know," does not necessarily hold true for a broad spectrum of adults. Yet for complex reasons, thousands of young people fail to learn to read; and by the time they are adults, the statistics become staggering. **One in three American adults will not be able to read and understand this article.** These people cannot understand the lease they sign or the deductions from their paychecks. They are unable to read through the newspaper looking for bargains — or jobs. They cannot write simple notes or instructions, nor can they read a medicine label or a warning sign (one reason why so many of our signs are now iconographic).

This problem extends well beyond issues of economy and/or class. Those who cannot read include the economically disadvantaged, as you might anticipate; but the majority do not come from where you might expect — illiteracy crosses a broad spectrum of people from all classes and all walks of life. A Columbus, Ohio, exterminator is unable to understand the warning labels on the poisons he uses. A South Carolina mother says to her teenage daughter, "Please write this letter for me; you have such nice handwriting." A Hartford, Connecticut, businessman takes his paperwork home for his wife to read to him.

Karen Mills is the Associate Dean for College and Adult Literacy Services at Rio Salado Community College, one of the Maricopa Community Colleges in Phoenix. She manages one of the largest state-funded adult basic education programs in the state and is widely recognized for her knowledge of community and work-based literacy programming.

Non-readers are all around us, disguising their handicap in order to get jobs and escape shame. But for you, the teacher, these "facts, figures, and stories" have faces attached to them. Perhaps they are embodied in the young girl you couldn't persuade to give school another try — or think about the parents who had "left their glasses at home" when you asked them to look over their child's school materials.

How, then, do we move from interest and concern to positive results. You are part of the answer. You are skilled at working with children and young adults, and you are eager to share your talent and caring with adults — hoping to make a difference, helping them to "turn a new page." You have chosen to volunteer in a one-to-one tutoring capacity, or to teach in the evenings with a local adult basic education provider. Your effectiveness as an adult education instructor will be measured by the accomplishments of your adult students. You must understand how adults learn best to be effective and successful in your endeavors.

In a recent article, "Principles of Adult Learning", Stephen Lieb made the following comments: "Compared to children and teens, adults have special needs and requirements as learners." He goes on to cite a number of characteristics, as pioneered by Malcolm Knowles, about adult learners. Adults must be allowed to direct themselves because they are **autonomous and self-directed**. They must be actively involved in the learning process and be facilitators of the process. Adults have a colorful and extensive foundation of **life experiences and knowledge** and should be given opportunities to connect what they do outside the classroom with what they are learning inside the classroom. Adults are interested in outcomes, they are **goal-oriented** and concerned that the instructional design and efforts will transport them to where they want to go. Adults need to see the usefulness of information along with the reasonableness; they are **practical and relevancy-oriented**. Lastly, they may be in class to improve basic skills, but they are adults and they are equal in life experiences, therefore, they have a right to voice opinions and receive respect.

To this point, the principles of adult education probably seem fairly basic, even intuitive, maybe banal; but the real undertow comes when you consider that the principles tend to be reverse reflections of barriers and deterrents. In working with the adult learner, particularly the one who is acquiring or improving essential skills, the very fact that the student is **adult** allows for assumptions

Ja'come continued from page 119

- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially.

- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Arizona 2000

In addition to creating strategies that align Arizona's efforts with these national goals, local efforts to establish American 2000 communities are underway across the state. For further information about America 2000, contact the U.S. Department of Education at (800) USA-LEARN or (800) 872-5327.

that can lead to unrealistic expectations. Unfortunately, the unique characteristics of the adult learner, while generally considered positive, also tend to set up a series of "double binds" that the instructor must counter.

While adult students are typically characterized as being independent, **structure and specific/positive feedback** must be incorporated in the instructional plan. As adults, these learners often feel like they should have a certain "power" in the classroom, yet their lack of basic skills causes them to feel powerless. But when they see patterns and can predict sequences, they begin to feel that they are in control — and control for the adult learner, translates to power.

While adult students are characterized as outcomes-conscious or goal-oriented, they tend to desire or require a "credential" as the **measure of their success**. Credentialing, or certifying, generally relies on a final examination, which is a normalizing mechanism. Examination tends to stratify, establishing division between acceptable, sub-acceptable, and non-acceptable. Because adults consider themselves as very individual, and not easily compartmentalized (stratified), it becomes imperative that the opportunity for **incremental successes** become part of the instructional plan — with each small success leading to the final victory, the acceptable standard for a credential, or, the confidence to know that the newly acquired or improved skills will allow for adaptability in new settings. This adaptability is the "learning to do" that is so integral to the overall outcome of adult education.

While adult students are characterized as practical, wanting course work and a credential that will lead directly to some positive outcome — employment, enhanced self-esteem (thus building on the "learning to do" concept from the previous paragraph), there tends to be little disagreement that education should be more than just learning discrete competencies; it should also be about concepts and idealogies — but that is the stuff of academics. Therefore, it becomes the goal of the adult education instructor to **wed ideas and theory to practical concerns, issues, and experiences**.

Probably the most difficulty double bind facing the adult learner is the desire to achieve a better life by participating in the educational system. Yet, participation in that "system" often causes him/her to learn to be part of the underclass of society. James Collins, in his *"Hegemonic Practice: Literacy and Standard Language in Public Education"*, states:

A brief glance at the histories of public education and literacy in England and the United States will show the general shaping of literacy as part of the rise of elite-controlled mass education — the definition of what is and what is not literacy is never purely technical but always also a profoundly political matter.

In addition to all of these "double binds" that must be addressed, ample consideration must be given to:

language and cultural differences/barriers the adult education instructor must teach toward valuing diversity and reducing the tendency of teaching toward a common answer, or congruity),

physical concerns (failing eyesight, hearing loss, fatigue and its impact on attention span, comfort — the size of the chairs, the overall effect of the appearance of the classroom),

technology as an alternative to the management of information and resources (as one means for assisting with the varying learning styles and needs in an adult classroom),

non-threatening and non-demeaning assessment tools,

high interest-appropriate/adult level materials, and recognition of achievement.

To summarize, in developing your objectives and designing your curriculum and delivery, it will be imperative that you consider your teaching and learning environment, your methods, and your resources. These are key among the variables that will effect the outcome — the accomplishments of your adult students.

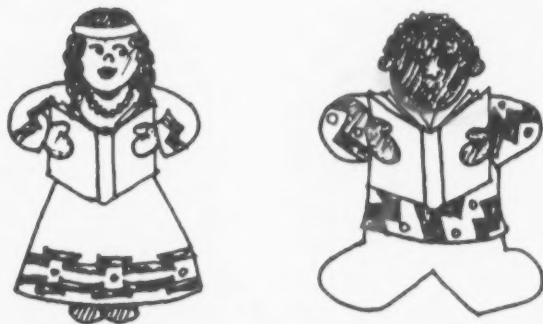
Adult education is just as complex as elementary and secondary education, but it may carry the potential for greater satisfaction for the instructor. Because illiteracy is, more often than not, intergenerational, it begins at home. By helping the adult member of a family, you are really helping the entire family move toward greater self-sufficiency and improved quality of life.

We all have a major stake in the war against illiteracy. Non-readers continue to sit on the edge of our society, they continue to be invisible to us until we see their numbers in rising unemployment, welfare, and crime. We will continue to pay a high price for these silent crowds of people who are cut off from opportunity. But if we don't get involved, we will pay a higher price still. Unlike so many other problems we face today, illiteracy and functional illiteracy is a problem that has a solution.

Young Authors Material Available

Youngsters who will be 6 through 12 this spring will be encouraged to write, illustrate and publish their own books as part of the Young Authors program sponsored by *The Arizona Republic* in cooperation with SMILE, or Support and Maintenance for Implementing Language Expression. Pupils will create their books during March and April, and each participating school will hold a Young Authors Day to give the pupils a chance to show off their bound volumes and attend workshops presented by professional writers. The program is part of *The Republic's* efforts to improve literacy. Program-planning guides for Young Authors clubs are available by calling Diane Rutherford.

Reprinted by permission.



Storyboarding to Make Videos: An Integrated Language Art Activity

Dr. William J. Valmont

In an earlier article in the *Arizona Reading Journal* ("Videos: Don't Be Afraid To Make Them Yourself," Vol. 13, No. 2, pp. 23-25), I encouraged teachers to make videos for and with students in school settings. Not only can you make videos about topics you want to deal with in your curriculum, you can capitalize on the motivating effect that television has when students become "stars" of their own productions. However, more important educational values can be derived from making school videos: students become engaged in reading, writing, speaking, listening, thinking, researching, and planning when they make their own videos. Although the videos which students make may be "entertaining" in and of themselves, the major purpose of doing videos in school settings is basically educational. That is, both you and your students must learn to make videos **with intention**, for specific purposes. You do not simply point a camcorder at anything that moves and call it an educational experience. Rather, you and the students will set out to create a program that informs in some fashion. When you make videos that educate, you bring into play all of the **language arts** capabilities of the students. In addition, students' **visual arts** capabilities are also brought to bear on the project.

The major procedure that helps students profit from making videos is called a **storyboard**. Thomas (1988) defines a storyboard as:

A process whereby the idea or subject to be developed is broken down into small segments which can be rearranged until a desired, logical sequence is obtained; the individual segments usually contain some type of visual representation of what is to be seen, the proposed written script, if any, that accompanies the visual, and any particular instructions peculiar to that segment, such as the angle of the camera when taking the picture, music background, and desired volume/tone of the audio. (p. 2)

A complete storyboard is made up of a series of storyboard cards which are created as the students think their way through their entire video production. In order to decide what to put in the "show" and on the cards, students need to brainstorm their topic, do research if they recognize that there are things they do not know about the subject, think about what the audience will need to see and hear, and plan to reveal the topic in a way that viewers will understand. Storyboarding involves students in all of the language arts: it calls for research and thinking skills, and it calls on both verbal and visual capabilities as well. Figure 1 shows an example of a storyboard card and the types of information students need to consider.

On the **VIDEO** side of the card, students can draw what they want the audience to see. Simple stick figures may be used, and arrows can show movements. Rather than refined artwork, students simply need to "hint" at the visual aspects of the scene, since laborious artwork at this point can bog down the creative process. On the **AUDIO** side, a sentence or two describing the content of what the

William J. Valmont is a professor in the Division of Language, Reading and Culture, College of Education, University of Arizona, Tucson, AZ

STORYBOARD CARDS

Card #	Producer	Project	Time
VIDEO		AUDIO	
NOTES: Camcorder and other instructions			
TRANSITION: <u> </u> Cut <u> </u> Fade <u> </u> Other <u> </u> ANGLE: <u> </u> High <u> </u> Straight On <u> </u> Low <u> </u> Other <u> </u> SHOT: LS MS CU ECU PAN TILT DOLLY TRUCK ARC OTHER			

Figure 1. 5 x 8 Cards for Making Storyboards.
© 1991 by the author and used by permission.

audience will hear can be recorded. The full script will be developed after the storyboard is complete, so only key words or simple statements need to be put on the storyboard cards. In the **NOTES** section, students can record the techniques they will use to make their video visually interesting. **Transitions** are the techniques students will use to string their smaller scenes and shots together into a flowing program. **Angles** of shots need to be considered both for visual effect and for dramatic effect, and shots need to be **predetermined** both for visual interest and to ensure that the audience sees exactly what the students want them to see. **Long shots, medium shots, close ups** are all used with intention, revealing just what the director wants the audience to see. Movement of the camcorder from side to side (**pan shots**), up or down (**tilts**), toward or alongside (**dolly** or **truck shots**), or around (**arcs**) the subject in the shot must also be planned before the videotaping takes place, ensuring visual interest.

Once individual cards have been created for each scene and/or shot, they can be tacked to a bulletin board, taped to the chalkboard, or placed flat on a large surface so students involved in the production can come to a consensus that the video is well planned and will communicate to the audience that which they want to communicate. Once the final order is determined, the cards can be numbered, and times can be determined. Students can estimate how long the audience should see the action and can estimate how long it will take a narrator to speak over each shot or scene. Again, planning for the time factor requires students to make critical judgments about their final production.

Storyboards should not be dismissed as busywork. They are important because they require everyone involved in the production to think carefully about all aspects of the final video. Once the storyboard is completed, perhaps the hardest part of making a video is done, since the actual shooting of tape should proceed smoothly if the storyboard is followed.

Preparing a storyboard is much like the actions called for in process writing. The audience must be considered, the draft must be prepared, revisions must be dealt with through thinking, researching, editing, and, when the video is completed, "publishing" is accomplished. Even without actually taping a video project, teachers will find that storyboarding is an excellent activity for students, since storyboarding calls for the integration of so many behaviors. Storyboarding, then, is just one more tool that a language arts teacher can use to help students learn both creative and critical skills.

Selected References

- Adams, D. (1988). A low cost production model for small format video productions. *Tech Trends*, 33(1), 17-20.
- Bennett, J. (1988). Student-produced video: Focus on learning. *Tech Trends*, 33(1), 32.
- Gueulette, D. G. (1988). A better way to use television in our classrooms. *Tech Trends*, 33(1), 27.
- Thomas, J. L. (1988). *Nonprint production for students, teachers, and media specialists* (2nd ed.). Englewood, CO: Libraries Unlimited, Inc.
- Wohl, A., & Tidhar, C. E. (1988). Learning to view — viewing to learn. *Tech Trends*, 33(1), 12.

Environmental Print Strategies

James F. Christie

Environmental print (EP) refers to print that is surrounded by a situational context (e.g., the word "Pepsi" on a soda can or "McDonald's" on a sign in front of a restaurant). This is usually the first type of print that young children can recognize. In the last column, I explained the important role the EP has in emergent literacy development and described several ways in which it could be brought into the classroom, including dramatic play props, functional signs, and EP folders.

Teachers can use EP in a variety of ways to help support children's literacy growth. I recommend the following three strategies:

1. Make EP salient — Place functional signs so that they are at eye level for children, incorporate these signs into classroom routines, and point them out to children on a regular basis (Neuman & Roskos, in press). During clean-up time, for example, a teacher might say, "Look, the sign says 'big blocks'. So put those blocks there." This type of scaffolding not only draws the children's attention to EP but also illustrates the print's functional properties.

2. Link EP with instructional activities — EP can be used to increase children's letter-name awareness and phonics knowledge. Simply select familiar EP words that begin with the letter being taught and use these words to present information about that letter. For example, EP words such as "stop" on a stop sign and "Sunkist" on a soda can could be used in introducing the letter s (Hiebert, 1986). The EP words provide a concrete, meaningful base to which the letter name and letter-sound relationship can be attached.

James F. Christie is an associate professor of Curriculum and Instruction in Reading Education at Arizona State University. Currently his research interests are early literacy development, integrated language arts instruction, and children's play.

3. Wean children from environmental contexts — Research has shown that young children initially read the context rather than the words in environmental print (Masonheimer, Drum, & Ehri, 1984). They progress through a series of stages, focusing first on the entire context, then on the logo and its unique orthography, and finally on the print itself. Hiebert (1986) recommends that teachers use this sequence to prepare children for context-independent reading. For example, once children learn to recognize the meaning of a Pizza Hut box, they could be presented with the Pizza Hut logo by itself. Once children were familiar with this logo, they could be helped to recognize the words "pizza" and "hut" in isolation.

Environmental print is an ideal medium for early literacy instruction. As Hiebert (1986) points out, it is a natural bridge between what young children already know (context-dependent reading) and what they need to learn (context-independent strategies for recognizing words).

References

- Hiebert, E. (1986). Using environmental print in beginning reading instruction. In M. Sampson (Ed.), *The pursuit of literacy* (pp. 73-80). Dubuque, IA: Kendall/Hunt.
- Masonheimer, P., Drum, P., & Ehri, L. (1984). Does environment print identification lead children into word reading? *Journal of Reading Behavior*, 16, 257-271.
- Neuman, S., & Roskos, K. (in press). Language and literacy learning in early years. Fort Worth, TX: Harcourt Brace Jovanovich.

 IF YOU LIKE OUR BOOKS, 
YOU'LL LOVE OUR PRICES! 



Review and select the titles
from our extensive inventory.



Feature new titles from
leading book publishers.



Provide exhibits in your school
at no cost or obligation.

**FREE SHIPPING
AND
HANDLING!**

**Murr's Library Service
6512 East Jean Drive
Scottsdale, Arizona 85254
(602) 948-2425**

CALL TODAY FOR MORE INFORMATION!

ARIZONA OWNED AND OPERATED

Book Reviews

James Neeley

Sarah Barchas. *"iPINATA!: Bilingual Songs for Children."* Sonoita, Arizona: dba HIGH HAVEN MUSIC (ASCAP), 1991. Cassette tape. Lyrics booklet.

I don't normally review tapes in this column, but when I listened to these songs I knew that I had to review this tape.

The tape consists of fourteen original bilingual songs for children; words and music by Sarah Barchas, a librarian at Hollinger Elementary School in the Tucson Unified School District. The songs are sung by Sarah in Spanish and in English. The melodies are very singable and you will find yourself humming along even though you don't know the words.

The tape covers a variety of topics

Side 1:

- "iPinata!" — introduces children to the celebrations when pinatas are used
- "The 16th of September" — Independence Day in Mexico
- "Cinco de Mayo" — Mexican soldiers won a battle against the French in the village of Puebla
- "Hispanic Americans" — introduces children (in English) to the contributions of some significant Hispanic Americans

Side 2

- "In English, En Español" — introduces children to such Spanish words as father, mother, family, brother, shoe, hat, dog, and cat
- "Oh How Delicious Are Hot Tamales"
- "Leamos! (Let's Read!)"
- "Languages We Spéák" — introduces children to the same expressions in Spanish and French

This tape is an excellent teaching tool and would make a great contribution to your bilingual library.

Sarah Barchas, also has two additional tapes that are wonderful: "A Quite Remarkable Snowman" "Everyone Has Feelings & Other Children's Songs"

Tom and Becki Chambers. *"West by Southwest"*. Scottsdale: Comstock Records, Ltd.

Tom and Becki Chambers, a husband and wife team who live in Tucson, have captured in this cassette tape the history, romance, and culture of the American West.

The songs lend themselves to such themes as western music, western poetry, western folklore, and the flora of the desert, and Arizona history:

Side A

- "New Day Dawning On the Prairie"
- "Land of Gentle Color"
- "La Luna Sonora"
- "The Saga of Diamondfield Jack"
- "Timberline"
- "Thunder Across the Desert"

James Neeley is the director of Curriculum and Federal Programs for the Humboldt Unified School District No. 22, Dewey, Arizona.

Side B

- "Isom Dart"
- "Trail of Tomorrow"
- "Crystal Canyon"
- "Wolf of Winter"
- "She Rode A Horse Called Buttermilk"
- "Canyons of My Mind"

The Chambers are available for workshops, lectures, or demonstration on a variety of topics:

- "The Cowboy: Fact or Fiction"
- "Tall Tales, and Ranch Rhymes"
- "Western Folklore"
- "Women of the West"

For more information, call Murr's Library Service at 948-2425

Alice McLerran. *Roxaboxen*. New York: Lothrop, Lee & Shepard Books, 1991. Illustrated by Barbara Conney. \$14.95 "Children" of all ages.

"Marian called it Roxaboxen. (She always knew the name of everything.) There across the road, it looked like any rocky hill — nothing but sand and rocks, some old wooden boxes, cactus and greasewood and thorny ocotillo — but it was a special place." A tin box filled with black pebbles became the money of Roxaboxen, a town that grew at the children lined the streets with the whitest stones. Houses were made of the biggest stones, wooden boxes became the "shelves or tables or anything" the children wanted, broken pieces of pottery were used as dishes. As the town grew, other houses were "built", a bakery and two ice cream parlors. Everybody had a car. "All you needed was something round for a steering wheel." Cars had to obey speed limits and if you broke the speed limit you could be arrested and put in a jail whose floor was covered with cactus to make it uncomfortable. Horses, however, didn't have a speed limit and you could go as fast as the wind. "All you needed for a horse was a stick and some kind of bridle."

In the winter no one went to Roxaboxen for weeks and weeks but it didn't matter, "Roxaboxen was always waiting. Roxaboxen was always there —" even years later.

Roxaboxen, a tribute to the vivid imagination of all children, **really** existed on a hill on the southeast corner of Second Avenue and Eighth street in Yuma, Arizona. The events in the book really happened — to Alice McLerran's mother, and to all of us in another time and in another setting.

Barbara Conney's illustrations, drawn in wonderful desert hues, are as imaginary as the children's imagination.

Mem Fox. *Night Noises*. San Diego: Gulliver Books. Harcourt Brace Jovanovich, 1989. Illustrated by Terry Denton. Primary Grades. \$13.95.

Lily Laceby, nearly ninety, lived in an old cottage up in the hills with her only companion, a fat old dog named Butch Aggie. One wild winter's evening as Lily sat by her fire, snug and warm, she fell off to sleep, dreaming peacefully of bygone days. Butch Aggie,

dozing at Lily's feet, became aware of strange noises outside the house. As the noises grew louder, Butch Aggie's hair bristled, her throat rumbled, she bared her teeth. Suddenly, Butch Aggie leaped up, growling...awakening Lily with a start. "Who is it?" she called. "Who is it on a night like this?"

Mem Fox has woven another tale of warmth, tenderness, and humor. Terry Denton's "impish illustrations carry Lily and Butch Aggie to the story's rollicking climax."

Fans of Mem Fox, as I certainly am, will delight in this book!

Eve Bunting. *Night Tree*. San Diego: Harcourt Brace Jovanovich, Publishers, 1991. Illustrated by Ted Rand. \$13.95. Grade K-3.

"On the night before Christmas we always go to find our tree...We drive through the bright Christmas streets to where the dark and quiet begins."

The family of four walk through the forest until they finally find their tree. It has been theirs "forever and ever." They walk around it, touching it, noticing how much it has grown since last year. It is at this point that the family continues its unusual Christmas traditions.

Ted Rand's beautiful illustrations enhance this tender story of the true spirit of Christmas which should be celebrated year-round.

Eve Bunting. *Sharing Susan*. New York: Harper Collins Publishers, 1991. \$13.95 Ages Intermediate - Junior High.

Susan and her best friend Clemmie knew that bad things were happening at Susan's house. They called it "The Big Worry." Every time Susan walked into a room and her parents were talking, they would stop and smile "awful fake smiles." She had even heard her mother crying three times in the bathroom and once in the kitchen. Were her parents getting a divorce? Had they lost their jobs? Were they moving? Was one of them incurably ill? What made the situation so bad for Susan was that her parents had always shared everything with her -- until now.

The day finally came when Susan's parents had no choice but to tell her what the Big Worry was. A worry so great that their family would never be the same again.

Ann Hayes. *Meet the Orchestra*. San Diego: Gulliver Books. Harcourt Brace Jovanovich, 1991. Illustrated by Karmen Thompson. Grade 1-5, \$13.95.

"The Orchestra plays tonight. The audience has arrived. The musicians are coming on stage with their instruments. What a lot of different kinds they play -- strings, woodwinds, brass, and percussions."

Meet the koala with her cello...the walrus with his string bass...the rabbit with her flute...the polar bear with his bassoon...the tiger with his French horn...the alligator on his drum...After each member of the orchestra has been introduced, offering interesting information about each "family", we finally meet the lion conductor who raised his baton..."Let the music start!"

Karmen Thompson's illustrations are delightful and "playful". What a charming way to help your students meet the orchestra.

Murr's Library Service provided copies of the books which were reviewed in this article.

Roger Paré. *Winter Games*. Toronto, Ontario: Annick Press Ltd., 1991. Illustrated by Roger Paré (English adaptation by David Homel). Grades K-2.

In this delightful book, written in rhyme, the reader is invited to join the animals on a sleigh ride, gliding through the snowdrifts, and singing a winter song.

After engaging in several exciting winter games, the animals returned home for the best winter game on a cold and snowy day -- to stretch out by the fire, "And giggle, laugh and play".

Paré's colorful illustrations are hilarious! "What I want for a children's book," Paré states, "are illustrations that will have the quality of a painting...When the image is explicit enough, what writing I have to add is little in terms of quantity."

Jirina Marton. *Flowers for Mom*. Toronto, Ontario: Annick Press Ltd., 1991. Illustrated by Jirina Marton. Grades K-3.

One day when Jirka was out in the park near his home, "he spotted a hot air balloon floating slowly and majestically in the sky above." He tried to catch up with it but he couldn't, no matter how fast he ran. It finally disappeared over the horizon and Jirka found himself alone in a meadow, far away from home.

Jirka looked around and saw flowers everywhere, so he picked a big beautiful bouquet for his Mom. When he arrived home, Jirka had only a single wild rose left. What happened to the rest of the bouquet is a sensitive, tender story of a very thoughtful little boy.

Marton's somewhat child-like illustrations are rendered in acrylics.



The important role libraries play in our lives is underscored by Steven Kellogg's humorous approach in a new 2½" x 9¼" full-color bookmark from the Children's Book Council. Mr. Kellogg's engaging and rambunctious Great Dane Pinkerton, star of PINKERTON BEHAVE and PREHISTORIC PINKERTON, romps through information about what's in a library and what to do in one. For further information about the Pinkerton Library Bookmark and other reading-encouragement materials see CBC ad on page 80 for address.

Five Star Publications

"THAT HUNGARIAN'S IN MY KITCHEN"

125 Hungarian/American Recipes

Linda F. Radke

- 125 Hungarian & Jewish Recipes
- Hungarian recipes for American Kitchens
- American recipes "touched by Hungarian Hands"
- Plus typical Jewish recipes with Hungarian Flavor
- Favorites assembled from the files of Hungarian-Jewish-American family
- Easily obtainable ingredients
- Easy-to-follow directions

— "a book collecting favorite and easy dishes" **Publishers Weekly**

— "charming" says **The New York Jewish Week**
\$9.95 — ISBN 1-877749-01-X — Paper

SHAKESPEARE FOR CHILDREN

The Story of Romeo and Juliet

by Cass Foster

(Grades 3 and Up)

...Teachers & parents everywhere will thank you."

Christine San Jose, Ph.D., Senior Editor
of Highlights for Children

— "Cass Foster's book affords parents, teachers, and children a great opportunity to explore Shakespeare's timeless love story together."

Peggy O'Brien, Head of Education
The Folger Shakespeare Library,
Washington, D.C.

\$9.95 — ISBN 0-9619853-3-X — Paper

COMING SOON —

SHAKESPEARE: TO TEACH OR NOT TO TEACH

Cass Foster & Lynn G. Johnson

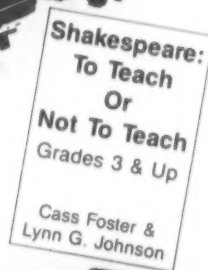
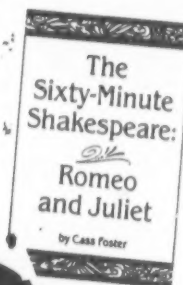
(Grades 3 and Up)

Finally, a clear and simply laid out approach to introducing Shakespeare. You won't need to be a Shakespearean scholar to help your students explore the beauty and genius of the world's greatest dramatist.

This book contains a number of diverse methodologies that take into consideration the likelihood of a teacher with no background in Shakespeare; the instructor's interests; the student's background; time constraints; and administrations receptive to whole-language based curriculums.

\$19.95 — 122 pages - spiral bound

ISBN 1-877749-03-6



NANNIES, MAIDS & MORE

The Complete Guide for Hiring
Household Help

Linda F. Radke

"Linda F. Radke can give a big helping hand...offers intelligent, instructive suggestions...gives good sound practical advice."

Library Journal

"...tells you straight, where to find suitable domestic help. Radke does a very practical, very credible job...right to the hiring point; salaries, conditions of employment... Finding help—where to look and advertise...In the back are sample applications. Make your life simpler: Get Linda Radke."

The Book Reader

\$14.95 — ISBN 0-9619853-2-1 — Paper

THE SIXTY-MINUTE SHAKESPEARE: ROMEO AND JULIET

By Cass Foster

A one-hour acting edition that includes an affordable set design, sound and prop requirements, costume suggestions, definition of unfamiliar terms and complete and easy-to-follow stage directions.

\$3.95 — ISBN 0-9619853-8-0

Sound effects tape also available — \$5.00

Also Available...

LABEL & RUBBER STAMP CATALOGS

Send \$2.00 to receive both catalogs

Labels printed in virtually any size. You name the size — we'll print it!

Rubber stamps — including self-inking stamps industrial strength & quality made to last!

Good for business or home use!

You will receive 2 catalogs, one for labels & one for rubber stamps.



Order from: Five Star Publications, P.O. Box 3142, Scottsdale, AZ 85271-3142

Charge card orders welcomed 800-545-STAR, ext. 50 or (602) 941-0770

Please add \$3.00 for p&h for first book and 50¢ for each additional & \$2.00 for Label & Rubber Stamp Catalogs.

TO TEMPT A CHILD

*The deliciousness of its cover,
The texture of its grain,
The fresh aroma of a new book,
The excitement is plain.*

*There it sits cooling,
On the counter or sill
And as you search for a movement,
You remain very still.*

*Then caught up in the moment
With no one around
You scurry from your corner
And pull it to the ground*

*You are tempted to lick its surface,
Like fingers in a bowl,
While you take in its warmth,
Inviting and whole.*

*The anticipation is overwhelming
So you crack it open in your hand,
And devour its substance,
Ah! Your favorite brand.*

Sigmund A. Boloz
1992

Sigmund A. Boloz is the principal of Ganado Primary School located on the Navajo Reservation in Arizona. His expertise in child development include nineteen years of teaching and administrative

work on the reservation. Most noteworthy is the fact that he contributed a chapter to *Workshop 3: The Politics of Process* (1991), Nancie Atwell, editor. Watch for his poetry in upcoming editions of *The Reading Teacher* and *Language Arts* magazines. ©Boloz.

ARA RIF Book Distribution Program

Joyce Barrett

On September 11, 1991, the AMIGOS presented a check in the amount of \$3300.00 to the Arizona Reading Association to enable the state-wide reading councils to distribute books to children throughout the state. For the second year, the donations came from the profits of a golf tournament sponsored by the AMIGOS and from donations by the Magazine Wholesale Distributors. The monies were to be spent for books only.

Joyce Barrett of Phoenix West Reading Council was appointed chair of the RIF Book Distribution Committee. On October 11th, the private-donation proposal was approved by the national RIF (Reading is Fundamental), Incorporation, Washington, D.C.

Each local council was contracted as to grade level which was selected for the distribution. Books were ordered from authorized book suppliers and mailed directly to the local councils. Each council received 288 books. From this project, an estimated 1200 students will receive three, free books for their very own.

Distributions are scheduled to be held in November, February and May. Themes, such as "Importance of Reading," "Wonderful

Exciting Books," and "Holidays with Books" have been used. The children excitedly showed their appreciation for their new books.

ARA wishes to thank the AMIGOS and the Magazine Wholesale National Distributors who made this RIF program possible.



Randy Boster, Treasurer of AMIGOS, presented Joyce Barrett, ARA Chairman of the RIF program, with a check for \$3300 for the purchase and distribution of children's books through the RIF program.



Create a classroom rich with *literature*
and filled with children who are
EXCITED about reading and writing.

Join us for an *adventure* in learning.



For information contact:

Alice Wells
Educational Representative
7532 North 31st Avenue
Phoenix, AZ 85051
841-1229

Regional Office
925 East Meadow Drive
Palo Alto, CA 94303
1(800) 222-8460
1(415) 857-0211

*MACMILLAN/MCGRAW-HILL READING/LANGUAGE ARTS
IT'S WORTH WAITING FOR*

A NEW VIEW

AS FAR AS THE MIND CAN SEE

First Graders Get "Running Start" For 21st Century

Bev Cuthbertson

RUNNING START is an innovative reading incentive program designed to give first graders a "running start" in becoming readers for the 21st century. Its key components include:

- a Read Aloud/Read Along Challenge for first graders to read, or have read to them, 21 books in a 10-week period.
- a festive, free event for families — a Reading Rally — during each year of the RUNNING START program to help families celebrate the pleasures of reading together.
- Assistance to local RIF projects.

The goal of the program is to encourage youngsters to become strong readers for the 21st century. RUNNING START first grade teachers receive free books for their classrooms and students, posters, stickers, bookmarks, and other materials for school and home to help each child, class, and family track progress toward the 21-book goal. Participating in the program in Arizona are the 15 school districts in the Greater Phoenix Education Foundation, Inc., Phoenix Elementary District No. 1, Morristown School District No. 75, Nadaburg School District No. 81, and Wickenburg Unified School District No. 9. RUNNING START is being conducted in eleven other cities where the Chrysler Corporation has facilities.

The success of the program is assessed through written and telephone surveys of children, teachers, and parents. Each year assessment findings indicate that RUNNING START:

- motivates children to read and enjoy reading.
- raises children's self-esteem and increases their sense of themselves as readers.
- increases parental involvement in the educational process and helps develop a stronger connection between them and their children's teacher/school.
- complements and/or reinforces district educational goals.

In Phoenix these outcomes are underscored by the vast amount of books RUNNING START first graders are reading. In the Phoenix Elementary District No. 1, there was a 13% increase in the number of first graders who met the Challenge between the first (1989-90) and the second (1990-91) years of the program. Eighty-four percent of the 7,826 first graders representing the fifteen districts in GPEFI met the 21-book goal in their first year in the program. Since RUNNING START began, Phoenix area first graders have read 247,100 books. First graders and their families have chosen some 46,000 free children's books for their personal home libraries. In addition, to start traditional RIF programs in each participating district, children in and around Phoenix have received more than 8,500 additional books at no cost to their families through Chrysler-RIF grants.

Teachers involved are enthusiastic about the program. They love the free classroom materials. When surveyed, teachers stated:

- RUNNING START is an extremely motivating program;
- The quality and range of literature is great;
- They love the free books for the classroom and home;
- They appreciate the family involvement, especially the Family Reading Rallies.

Typical parent responses were:

- "RUNNING START has given my son an extra boost for reading in general."
- "John is **very** excited about reading and about the Challenge."
- "...the excitement for reading."
- "...the positive approach to reading."

There has been good community support for the RUNNING START program. Mayor Paul Johnson of Phoenix has issued a proclamation declaring January 27th as RUNNING START Day for these first graders. He and the Phoenix Council people have contributed their time in the classrooms reading to first graders. Through the Mayor's "Open Books, Open Minds, Open Doors" Program, first graders from RUNNING START programs participated in the *Celebrity Readers* filmed by Dimension Cable. People from the sports and media shared a book with these children. This program aired over Channels 42, 38 and 6 from February 17th through March 26. Governor Fyfe Symington has issued a proclamation for the entire Challenge period declaring January 27 through April 3, 1992 as "RUNNING START Challenge for Literacy." His wife, Anne Symington, will share a book with some RUNNING START first graders in March to encourage these children to complete their challenges.

The RUNNING START program, created by Reading is Fundamental (RIF) through a grant of \$2.1 million from the Chrysler Corporation Fund, was implemented in the Phoenix area in 1989. In February, 1992, the Chrysler Corporation announced a one year extension of the program with another grant of \$1 million. In a related development, Valerie Becker, National Education Program Administrator at Chrysler announced a RIF program for second graders will be added in fall, 1992. This program builds on a well-known RIF model in which students in which students select books three times a year to keep. Parental involvement is a key part of the program. Parents are encouraged to help organize the book distributions, select books, and develop themes and activities for the students. "The program for second graders will help extend the momentum begun through RUNNING START into the next phase of children's reading development," said Ruth Graves, President of RIF. "Thanks to Chrysler, we are taking kids one step closer to becoming readers for the 21st century."

Expanding RUNNING START has been a major goal of Chrysler Corporation since the program was initiated. From the outset, they have encouraged other businesses to sponsor new RUNNING START programs in their area. To give additional support to existing RUNNING START programs, businesses may also provide prizes or other in-kind donations. Potential business partners may contact RIF for more information.



MODERN CURRICULUM PRESS

16 Programs on the Arizona Adoption List!!

Modern Curriculum Press is both pleased and proud to present to you our quality materials now available on the Arizona Adoption List.

NEW Bilingual material that reinforces students' native language across the curriculum

- * Dedalín
- * ¡Sí, yo puedo hacerlo!
- * CONCEPT SCIENCE EN ESPAÑOL

NEW Big Book Phonics program with audio cassettes to teach decoding strategies through natural language

- * Discovery Phonics

NEW Integrated Whole Language programs to link language learning with math, science and social studies

- * Concept Science
- * Young Explorers
- * Yes, I Can!

NEW Reference that turn students into explorers of language

- * Webster's New World Dictionary Basic School Edition
- * First Thesaurus
- * Webster's New World Dictionary For Explorers of Language

NEW Poetry Posters for both primary and intermediate grades to make poetry a part of everyday

- * Poetry Works!
- * Poetry Works! The Second Stanza

NEW Beginning Literacy program that develops language and alphabet awareness

- * Mortimer Moose

NEW Beginning Skill Integration for developing phonics and writing skills to promote life-long readers

- * MCP Phonics
- * Literature First

Brand NEW! Material not yet available on the adoption list but still to be a sure winner!

NEW Multicultural materials that build students' ethnic awareness and self-esteem

- * Multicultural Celebrations

Call your local representative, Jackie Perry, at 602-391-2153 or 1-800-321-3106 for more information.



MODERN CURRICULUM PRESS

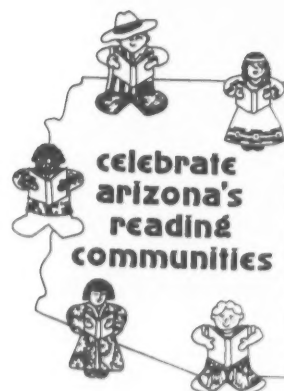
When professional educators need new choices!
Simon & Schuster • A Paramount Communications Company
1-800-321-3106



ARIZONA READING ASSOCIATION

1992 State Conference

October 23-24, 1992



THEME

The theme of the conference is "Celebrate Arizona's Reading Communities." The emphasis is on reading and the diversity of cultures found in Arizona. The conference invites program proposals that focus on promising research, successful programs and current issues in reading.

One hour and two hour workshop sessions are available to provide conference attendees a variety of useful information they can take back to their school districts and use in their individual classrooms. One hour sessions can also be used to present research or an overview of a particular topic.

CRITERIA

Relevance of the topic to the conference theme, quality and clarity of objectives, content, organization and methods will all be considered. The Program Committee will try to achieve an overall balance in the range of topics, grade levels covered and the professional and geographic distribution of the participants.

FINAL SELECTION DATE

All contributors will be notified of the Committee's decision by August 1, 1992.

CALL FOR PROGRAM PROPOSALS

Please Type

I. Person Submitting Proposal

(Last Name) (First Name) (Initial)

Institutional Affiliation _____

Position/Title _____

Mailing Address _____
(Street) (City) (State) (Zip)

Telephone: Work () _____ Home () _____

Are you currently a member of:

IRA _____ Yes _____ No Membership Number _____

ARA _____ Yes _____ No Local Council Name _____

II. Type of Meeting (Please check only one)

_____ Workshop/Session (1 hour)

_____ Workshop/Session (2 hours)

III. Title of Meeting (As you wish it to appear in the program.)

Program Description (Two sentences as you wish it to appear in the program.)

IV. Grade Level/Intended Audience (Check all that apply)

☐ Preschool/Kindergarten
☐ Primary (1-3)
☐ Intermediate (4-5)
☐ Jr. High/Middle School
☐ High School
☐ Junior College
☐ College
☐ Adult
☐ All Levels

☐ Reading Specialists
☐ Chapter I Teachers
☐ Classroom Teachers
☐ Administrators
☐ Supervisors
☐ Librarians/Media Specialists
☐ Teacher Educators
☐ Parents
☐ Other _____

V. Type of Room Preferred/Audience Size

☐ Classroom ☐ Theatre
☐ 25 or less ☐ 25-35 ☐ Over 35

ABSTRACT

Please provide a description of the proposal program. This description should not exceed 250 words and should be organized around the following headings. Please limit attachments to one page.

I. OBJECTIVES

II. CONTENT

III. METHODS(S) OF PRESENTATION

IV. BIOGRAPHICAL INFORMATION Please include biographical information for each participant on an attached sheet. Your proposal will not be considered without this information. Please make sure to include names, addresses and telephone numbers.

I understand that I must register and pay conference fees and will not be reimbursed for any expenses by the Arizona Reading Association State Conference. I also understand I must provide or procure any AV equipment with the exception of overhead projectors.

Signature of Person Submitting Proposal

Deadline — July 1, 1992

Superstition Area Reading Council
presents
A Reading Mini-Workshop

Who?	Parents, Educators, other Literacy Lunatics
When?	April 2 (Thursday), 7:00 p.m. - 9:00 p.m.
Where	Carson Jr. H.S., 525 N. Westwood, Mesa
What?	"Family Literacy - Involving Children in the Love of Reading and Storytelling" by Patty Hulet "What's New and What's Good in Children's Literature by Pauline Kodman of the Mesa Public Library "Read About our World, our Nation, our Community, our Families-You Read the Newspaper with your Child" by Tina Antilla of the <i>Mesa Tribune</i> "ESL and Bilingual Family Literacy; the Love of Reading in Many Languages" by Jeannette Massey, Mesa Public Schools, English as a Second Language Teacher
Details:	S.A.R.C. Members - Free, Non-Members - \$3 For Reservations and Information, call 844-4547 Refreshments of course!



Thousands of great books by thematic unit.

Preschool-Grade 7

Just call us toll-free or write for our free Literature Foundations booklist. You'll find thousands of titles arranged by *theme* and *grade level*. Real unabridged children's literature for real reading — not just reading exercises.

Supplementary materials are available for many titles — including teacher's guides, audio tapes, videos, and classroom management systems.

Remember, one durable Perma-Bound book will outlast at least ten paperbacks — and with Perma-Bound classroom discounts you can buy 25 books for the price of 20.

Just call us toll-free for our free thematic units booklist or our 530 page master catalog.

PERMA-BOUND

Division of Hertzberg-New Method, Inc. • Vandalia Road • Jacksonville, IL 62650
Toll Free 1-800-637-6581 • FAX 1-217-243-7505

ARIZONA READING JOURNAL

A publication of the
Arizona Reading Association
11625 N. 22nd Ave.
Phoenix, Arizona 85029

Non-profit Org.
U.S. Postage
PAID
Phoenix, AZ
Permit No. 917